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ABSTRACT

This periodical contains special reports, reviews, and notes of recent documents on education in Asia and Oceania. The first special report, "Education in the People's Republic of China," describes that country's task of educating millions of laborers to have a socialist consciousness, to master modern production skills, and to become specialists in various fields. Guidelines and goals for the ten-year program designed to resolve the present discordance between education and the needs of the socialist revolution are outlined. The second, brief report features innovations in higher education in Japan. Eleven reviews of recent studies comprise the bulk of the document. These reviews include descriptions of educational attainment in Asian primary schools; educational innovation for rural development in the Philippines; education, employment, and migration in Papua, New Guinea; and youth development in the Republic of Korea. "Non-Formal Education for Women in India" describes work which has been done in the integrated approach to the fields of functional literacy, maternal and child health, and nutrition and family planning. "Non-Formal Education in Indonesia" discusses vocational skills training, family life education, basic education, and the village credit bank. The "Notes" section describes numerous major publications of the Educational Documentation and Information Services of the Unesco Regional Office. These documents include reports on Bangkok, Singapore, Bangladesh, Australia, New Zealand, Sri Lanka, and Thailand. Sources of documents with addresses are included. (KC)

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Education in Asia and Oceania

Reviews, Reports and Notes

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Numbers 13-14

September 1978

Education in People's Republic of China

Innovating higher education in Japan

Educational attainments in Asian
primary schools

Non-formal education in Indonesia

Educational innovation for rural
development, Philippines

Non-formal education for women, India

Social background of students in
Papua New Guinea

Notes on Asian documents



Unesco Regional Office for Education in Asia and Oceania
Bangkok, Thailand

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This publication contains special reports on educational developments, together with reviews and reports of recent documents selected from the collection of the Unesco Regional Office for Education in Asia and Oceania. We invite officials of the Member States in the Region of Asia and Oceania, members of international organizations and all interested readers to send recent publications for possible review or mention in the next issue, as well as information on new education policies or major programmes.

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SPECIAL REPORTS

EDUCATION IN PEOPLE'S REPUBLIC OF CHINA

EXCERPTS FROM THE REPORT
AT THE NATIONAL EDUCATIONAL WORK CONFERENCE
(22 April 1978)

by Liu Hsi-yao
Minister of Education

Tasks on the educational front during the new period

Our country's socialist revolution and construction have entered into a new historical stage. In his speech at the National Science Conference, Chairman Hua stressed in elucidation that only by greatly elevating the scientific and cultural level of the entire Chinese nation and bringing up a mighty contingent of working class intellectuals could the general tasks of the new period be fulfilled and the behest of Chairman Mao and Premier Chou of building a powerful socialist state with four modernizations be carried out. In his recent speech, Vice-Chairman Teng focused his exposition on how to further implement Chairman Mao's educational line under the new historical conditions. All this requires us working on the educational front to raise at the shortest time possible the quality of education of the schools at all levels and of all types and to develop the cause of education, so as to bring up millions upon millions of labourers having socialist consciousness and mastering modern production skills and to train hundreds upon thousands of specialists in various fields and managerial experts and cadres for modern economy and modern science and technology. This is a glorious and arduous task history has entrusted to us.

According to the requirements laid down in the ten-year programme for the development of national economy, the Ministry of Education has drawn up a tentative outline programme for national education from 1978 to 1985 (draft).

The guidelines of this programme are as follows:

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1. Accomplish in earnest the revolution in education, implement in a comprehensive and correct way the line of education serving proletarian politics and being combined with productive labour, and to gradually perfect the socialist educational system so as to speed up the training of labourers morally, intellectually and physically developed and with both socialist consciousness and culture.
2. Develop the cause of education in accordance with the needs and possibility of the development of national economy, in a planned way and in proportion. Uphold the line of walking on two legs and running schools in various forms while giving attention to resting ourselves on present basis and fully tapping potentiality and mobilizing positive factors of all aspects.
3. Teaching content and materials should be keeping up with the demands of the development of modern science and technology; teaching media should be gradually modernized.
4. At present, the key link is to raise the quality of education. It is imperative to bring into full play the important role of higher education in raising quality and training qualified persons, while laying a good foundation through attending earnestly to middle and primary school education.

The eight years from now to 1985 are years of key importance in accomplishing the tasks of the new period on the educational front. During the first three of the eight years, stress should be laid on reorganization and raising of standards so as to lay a solid foundation for the speedy development in the other five. The principle goals for these years are:

- To fully tap the potentiality of the existing ordinary institutions of higher learning, enlarge the enrolment of students and research students (post-graduates), and at the same time, restore and set up a number of new institutions of higher learning;

- To run well Communist Labour Universities, "July 21" Workers' Colleges and "May 7" Colleges, and through reorganization and readjustment upgrade those below standards to the level of universities or technical institutes;

- To introduce various forms of schools in higher education. While doing our best to run well ordinary universities or colleges with 4- or 5-year schooling, we should spare no efforts to set up more technical colleges of 2- or 3-year schooling and to experiment on opening up 2- or 3-year courses or colleges where basic knowledge is taught. The speedy setting up of new institutions of higher learning together with the

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old ones, will make it possible for each province, municipality or autonomous region to train capable people for its own fields of liberal arts, physics, technology, agriculture and teacher-training so that a complete system of higher education with respective characteristics can be established and perfected gradually in each zone;

- To develop on a large scale television, broadcasting, correspondence and evening school education and spread spare-time classes to factories and mines, financial and trade departments, research and design institutions, and to the countryside so as to enable large numbers of in-service cadres, masses of workers, peasants and soldiers and educated youth in the communes or mountainous areas to acquire education equal to that of colleges and universities;

- To popularise ten-year schooling in the cities and 8-year schooling in the rural areas, so as to give the great number of teenagers basic knowledge of politics, science and culture and production skills before they start work; those qualified can be chosen to study in schools of higher learning. While readjusting, reorganizing and raising the standards of ordinary senior high schools, we should make great efforts to set up various kinds of agricultural high schools, secondary technical schools and schools of technology. Most of them can be part-work, part-study. The relative importance of these types of schools in the entire secondary education can thus be increased;

- To give more attention to education in minority areas, rehabilitate and run well institutes for national minorities, and train more minority cadres to speed up education in remote areas;

- To develop and do a good job in the special education for the deaf-mutes and the blind;

- To bring up a mighty contingent of teachers who will be both red and expert. Most of the young teachers in schools of higher learning should acquire the qualifications of post-graduates, secondary school teachers those of university graduates and primary school teachers those of normal school graduates, and,

- To develop modern media of teaching, replenish laboratories and libraries and to take concrete measures to improve classroom and dormitory conditions.

When we attain the above-mentioned goals, the present serious discordance between education on the one hand and the needs of socialist revolution and construction on the other can be overcome and a solid foundation laid for further development.

Concentrate our efforts in running well key schools

The central issue in our current educational work is to make vigorous efforts to achieve qualitative development. Schools at all levels and of all types, including institutions of higher learning, middle and primary schools and spare-time schools, should concentrate their efforts on the raising of standards. In this respect, one important measure is to run well a number of key institutions of higher learning, and key middle and primary schools. As early as in 1953, Chairman Mao issued the instruction to run key middle schools. At the Second National People's Congress held in 1959, the late Premier Chou explicitly pointed out: "In regular full-time schools at all levels, a constant task of fundamental importance should be to raise the quality of teaching. What's more, we should concentrate our efforts in running well a number of key schools, so as to bring up better qualified specialists for the State and to speed up the elevation of the level of our country's science and technology." The key schools we ran in the past were successful. But, the "gang of four" branded these key schools as "products of Liu Shao-chi's revisionist line in education", or "schools for the elites", subjecting them to criticism and repudiation and even going so far as dismantling these schools. The key schools that took many years of hard work to build have been disrupted and greatly damaged.

After smashing the "gang of four", Chairman Hua and the Party Central Committee issued directives telling us to take immediate measures to run well a number of key schools. What must be done to run well the key schools among institutions of higher learning, middle and primary schools?

The crucial issue is that the leadership must take a firm grasp. The Ministry of Education should earnestly take upon itself the management of the key schools attached to it within the limits of its functions and power, set in the documents issued by the State Council. The Ministry should constantly send people down to do investigation in these schools, listen to their reports on the situations there in good time and help solve problems. The key schools attached to the Ministry of Education and other Ministries and Commissions should also be the key schools under the Party Committees and educational departments of different regions. These organs should strengthen, not weaken, their leadership of these schools.

Reinforce the teaching force. Comparatively speaking, key schools have better teaching staff. Nevertheless, it is imperative to reinforce it in various ways so that they are able to accomplish the tasks entrusted to them. They can invite specialists and scholars from the Academy of Sciences or other units to give classes, and intercollegiate exchange of

lectures should be encouraged. Excellent teachers in other schools or departments can give classes in key middle and primary schools, and college teachers and scientific and technical workers are encouraged to take up classes in middle and primary schools.

Enrol better students. During the nation's unified college enrolment, priority should be given to key colleges. Key schools of secondary and primary education should be allowed to enrol pupils from a wider area, not restricted by the regulation of enrolling pupils within the vicinity.

Strive to introduce more advanced and newer materials in teaching. Teachers should be encouraged to carry out reforms and experiments in both content and methods of teaching. It is necessary to set strict demands on the students and to assign them homework and exercises. However, we should see that the students are not overburdened, and that frequency of examinations and time for study are not increased at will. Promote various forms of sports and physical training and pay attention to personal hygiene to build up the students' physique.

Give priority to equip key schools with instruments and apparatus. It is imperative to restore the damaged laboratories as soon as possible with their own efforts and draw up plans to gradually renew equipment.

Rehabilitate school order. Over the last few years, schools were thrown into chaos and fine traditions discarded due to the disruption of the "gang of four". Necessary regulations and rules should be established after serious discussions by teachers, students and staff members.

To sum up, we should, through great efforts, enable key schools to achieve a quicker qualitative development in students' quality, teaching quality and scientific research work and to become the mainstay in our country's new educational system. It is our hope that all the comrades in key schools will work even harder, guard against arrogance and rashness and score great achievements. The relationship between key and non-key schools are not unchangeable. Models may not emerge exclusively from key schools. While good teachers, good experiences and capable people might be found in non-key schools, key schools would probably fail in this respect if they are not well managed.

When we speak of taking a firm grasp of qualitative development, and of key schools, it should not be misinterpreted as relaxing our efforts in other respects. We should have corresponding programmes for schools at all levels and of various types and for other work, so that we could achieve a comprehensive arrangement with prominence given to key schools.

Carry out scientific experiments and step up scientific research

Various schools at all levels should carry out extensive scientific experiments and step up scientific research. Efforts should be made to bring about an upsurge among the young people both in the country and cities to be fond of science, and to learn and apply scientific knowledge.

With concentrated qualified personnel and comparatively comprehensive disciplines, institutions of higher learning, key universities in particular, make up an important force in scientific research. They must combine teaching, scientific research and productive labour. While their first and foremost task is to do a good job in teaching, universities and colleges should also actively carry out scientific research and fulfil the research items assigned to them by the State. This will help raise their teaching quality and academic level, which will eventually turn them into centres of both learning and scientific research.

Scientific research units and staff in institutions of higher learning should be reinforced and consolidated. All those units that should never have been dismantled must be reinstated at the earliest time possible, and a number of new ones should be set up in accordance with the needs of the State and in the light of the orientation of the schools' disciplinary development. It is suggested that in setting up new research institutes, ministries and regions concerned should make use of the facilities and personnel of these universities and colleges to the best advantage and should not weaken them by casually drawing away facilities and personnel.

The funds and materials needed for scientific research at institutions of higher learning should be incorporated into general planning and solved in different ways. Between the institutions of higher learning on the one hand and different research institutes, mines and factories and enterprises on the other, the established co-operation and supply channels of materials should not be changed or suspended at will; instead, these should be included into national or local plans through written agreements. Other projects, however, can be put into plans drawn by the educational departments, which should give them effective management.

In institutions of higher learning, such disciplines as liberal arts, philosophy and social sciences should also draw up long-term programmes for development, reinstate and set up new research institutes (labs). Scientific research in these fields should be carried out vigorously so as to train a big contingent of first-rate experts on Marxist theory and academic researches. Due attention should be given to research work on pedagogy.

We should implement the policy of "letting a hundred flowers blossom and a hundred schools of thought contend" in real earnest. Institutions

of higher learning should set up academic committees and run well school journals. Teachers should be encouraged to engage in creative writing, translate academic literature and compile or write popular science readers.

We should actively enhance academic exchanges of the institutions of higher learning with other countries and learn as soon as possible the latest achievements, new trends and managerial experiences in the world's science and technology.

Strengthen the building of the contingent of teachers

The key to raise the quality of education is to strengthen the contingent of teaching personnel. Teachers are labourers engaged in training capable people and, therefore, they deserve respect. Now our country has over nine million teachers. The overwhelming majority of them ardently love the Party and socialism and are faithful to the Party's educational cause. They have been doing very well both politically and vocationally. They are worthy to be regarded as the working class' own contingent of red and expert teachers.

To meet the needs of the new period, it is imperative to raise the political and professional level of the broad masses of teachers. We should with great enthusiasm help and encourage them to advance along the path of being red and expert, and enable more teachers to acquire a firm communist world outlook of the proletariat. It is highly important to expand the ranks of the Party among the teachers. Quite a large number of teachers have been tempered and tested over the long years and have already measured up to the requirements of Party membership and they should be admitted into the Party in good time.

Educational departments at all levels and schools at all levels and of all types should draw up plans for teachers' training and take active measures to raise their professional level. Some teachers can take off-the-job training in rotation, but most of them will have to receive in-service training. Great efforts should be made to compile and publish various kinds of reference books for the teachers. Old and experienced teachers who are well versed in different academic fields should be provided with competent assistants, and proper work should be done to improve and solve the problems concerning their livelihood so that they can concentrate on their work, compile and write books, develop schools of academic thoughts and help train young teachers. The role of the middle-aged teachers mainly lies in both taking over and carrying forward the experiences of older generations and helping train the younger generation. With their level steadily going up, they will help fill the gap in teaching and research work and, at the same time, they can do a lot in the work

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of training more young teachers. With their level raised, the gap between the two generations in the fields of teaching and research work can be filled and more younger teachers trained, having good examples to follow. As far as young teachers are concerned, due attention should be paid to helping them make up what they have missed, thus enabling them in the shortest time possible to grow equal to their task.

A fundamental issue to reinforce the contingent of teachers is to vigorously develop and do a good job in the training of teachers. Normal schools at all levels – teachers' colleges, secondary teacher-training schools and schools for kindergarten teachers – with teachers' colleges in particular, should make great efforts to expand, enlarge enrolment and raise the quality in education so as to train more qualified teachers for the educational front.

It is now imperative to revive the system of periodical examination for teachers and of the granting of academic titles and the promotion of academic ranks. The granting and promotion should be through merits in their work and academic level, not through seniority. The promotion of those who excel in their work can bypass order of grades irrespective of the length of their schooling or their teaching work. Those who have done extremely well in teaching middle or primary schools should be granted the titles of "Teachers of Special-Grade". Excellent workers in laboratories or reference rooms should be granted the titles of technicians, engineers and research fellows. Advanced teachers, cadres and staff members should be commended. The most outstanding among them can receive the titles of "model teachers" or "model educational workers" and citations, medals or certain material awards. Administrative organs at various levels on the educational front should show concern for the welfare of the teachers and take effective measures to solve their problems and see that good logistic work is done in all schools.

Strive to modernize educational media

In order to raise the quality of teaching, it is imperative to make efforts to modernize educational media. Gradually replenish institutions of higher learning, secondary technical schools, and ordinary high and middle schools with newer instruments and apparatus, and enrich their libraries so as to meet the demands of modern science and technology on teaching.

At present, special attention should be given to the development of education with the means of audio-visual aids, which have bright prospects and great advantages. Video and film classes are vivid, lively, impressive, easy to rouse students' interest, and able to achieve better results. What is more, competent teachers can thus be invited to conduct

bigger classes, both economizing on teaching staff and bringing into full play the abilities of the best teachers. Audio-visual aids will play an even greater role in promoting spare-time, self-study education. The use of these modern means of teaching has brought about a major change in teaching. If we really wish to raise our teaching quality and develop our cause of education with greater, faster, better and more economical results, there are no other means better than these.

To develop audio-visual education, we should proceed on the basis of concrete reality, and start with those medium that are less expensive, and quick to yield greater results. We should vigorously develop television education. The television classes already started should be improved on the basis of the suggestions and opinions from the audiences and the experiences accumulated. In the meantime, active measures should be taken in preparation for the setting up of television universities. Each province, municipality and autonomous region can make use of its own television station to relay these classes, or open its own classes where conditions are ripe. Teaching through radio lessons can draw more people from many fields and play an even greater role especially in the teaching of social sciences and foreign languages. We should sum up the experiences in this respect and carry it to greater extent. Efforts should also be made to spread and apply to teaching such audio-visual aids as lantern slides, motion pictures, sound and video recordings. We should do a good job in shooting and duplicating more educational films and producing in large numbers gramophone records of good lectures and talks. Attention should be given to the accumulation of different kinds of audio-visual teaching materials so as to gradually set up the national centre of audio-visual teaching materials. In order to promote the research and production of instruments and apparatus for teaching, the Ministry of Education is planning to bring together the schools and instrument-making factories concerned and to introduce a specialized division of labour according to their respective characteristics and conditions. This will help stop the waste of manpower and materials resulted from each going its own and each setting up its own complete system of production.

Implement in an all-round way the principle of combining education with productive labour

The integration of education with productive labour is one of the basic concepts in Marxist thinking on education. Chairman Mao once profoundly pointed out that education, divorced from labour for thousands of years, should be combined with labour, and that this was a fundamental principle.

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The "gang of four" did everything it could to oppose this basic principle. The gang dished up such fallacy as "better to have workers without culture" and enforced cultural despotism. It regarded the students and teachers as cheap labour and wantonly engaged them in desultory and unrewarding physical labour, wasting their time and energy. In those days teachers were not allowed to teach; students were not allowed to learn. Consequently, children of workers and peasants were deprived of the right to learn science and culture. This aroused long since strong discontent among the broad masses of the people.

Now, we should and are able to better implement this fundamental principle of combining education with productive labour. This combination should have different contents in different historical periods. Since we are now building a modern socialist country, education must be combined with modern productive labour. So long as their time for study is ensured, students should be encouraged to integrate themselves with workers, peasants and soldiers through taking part in a stint of necessary productive labour. To facilitate this integration of theory with practice, university students can do the work that is connected with the subjects they major in. So far as the problem of how to combine teaching in universities, secondary and primary schools with productive labour is concerned, we should conscientiously sum up what experiences we have gained and keep on making progress.

Spot, select and bring up people of talent

To attain the goal of building our motherland into a modern powerful socialist state, we must do away with old conventions and tap new and broad sources to spot, select and train capable people specialized in every field.

Our country has a vast pool of talent. We must take positive measures to reform those systems and methods that are a hindrance to the spotting, and speedy training of capable people. We should combine all-round development with adaptation of teaching to the abilities of different students so as to gain fresh experiences in selecting and bringing up people of talent.

The reform of enrolment systems introduced last year has yielded encouraging and satisfactory results. Large numbers of diligent, promising and talented teenagers have emerged throughout the country. To further raise the quality of the students to be enrolled this year, there will be unified examination papers with strict implementation of the principle of comprehensive moral, intellectual, and physical appraisal and of admittance based on examination results, while strictly forbidding backdoor deals.

Spare-time studies should be promoted. Different localities can set up television, broadcasting, correspondence and night universities with the help of institutions of higher learning. Where conditions permit, factories, farms and other enterprises can set spare-time colleges on their own. Leading organs at various levels should organize, in a planned way, the masses of in-service cadres and workers, and educated youth (who have settled in or returned to the countryside) into spare-time study classes. Their time for study should be ensured.

Periodical examination systems should be established. Self-taught people can go and sit in examinations at institutions of higher learning or at other units charged by the State with the task of giving examinations. Those who are up to the standards of university graduates, set by the State, will be issued diplomas by the sponsoring institutions. Their work units should treat them in the same way as university graduates and make everything possible for them to use their specialized knowledge. In-service staff members and workers can likewise take these examinations for post-graduates.

Agricultural modernization and mechanization need badly a mighty contingent of specialists. Therefore we should call on and encourage young people to apply and take entrance examinations for agricultural universities and colleges. The remaining problems arising from shifting of campuses of these colleges should be solved as soon as possible.

Our country's educational departments, schools and the masses of teachers should regard as great contributions to the State and the people the spotting, selecting and training of people of talent. Let's all be Po Lo in the socialist period and help bring about an atmosphere in which people of talents are respected, cared for and given opportunity to receive advanced training.

Finally, I'd like to say a few words on the question of strengthening the Party's leadership.

Education constitutes a component part of the great proletarian revolutionary cause; it concerns the bringing-up of revolutionary successors on whom hinge the future and destiny of our Party and State. Chairman Mao teaches that "the first secretaries at the provincial, regional and county levels must look after education", and that "it is impermissible to neglect education". Party committees at all levels should include education as an important item on their conference agenda and check up on how things are going several times a year, so that major issues in education can be settled in time. Under the leadership of the Party Committees at various levels, all comrades on the education front should try their best to do their job well.

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Everything must be done to improve and strengthen the political and ideological work at schools. Arrangements should be made for the students to study systematically Marxism-Leninism, Mao Tsetung Thought, and to take part in the three great revolutionary movements. Education on revolutionary traditions and discipline should be carried out, so as to enable the students to foster the lofty revolutionary ideals and cultivate the noble qualities of communism. There should be extensive activities in learning from Lei Feng and other advanced and model personages. We must see that our students are physically fit, study well and work well. Similarly, we must see that they will develop a deep love for the motherland, for the people, for labour, and for science, and a fine moral character to observe discipline and to protect public properties. The inculcation one receives in his teens has a strong bearing on his later development. And the good habits cultivated in the middle and primary-school days will play an important role in improving social atmosphere. In political and ideological work, we should thoroughly eliminate the pernicious influence of the "gang of four", work hard to revive and carry forward the fine traditions of our Party in this respect. Importance should be attached to actual results; formalist methods must be rejected. The Party, and League branches should be given a full role to play and students' unions should be run well so that the students' ability of self-management as well as their general capabilities can be raised.

Leading cadres at all levels on the educational front should study hard and learn the ropes step by step. They should go into the thick of practical work, do better in investigation, and in the study of models. They should pay attention to summing up experiences so as to constantly raise their ability of leadership.

The Party Central Committee has decided to convene a National Education Conference at an appropriate time next year to commend the advanced, exchange experience, work out a programme and adopt regulations on the work in universities, colleges, and middle and primary schools, so as to carry still further the fine situation now prevailing on the educational front. All the educational workers should actively respond to Chairman Hua's call: study, study and once more study; unite, unite and once more unite. We are working for a common goal. Let us launch a socialist emulation campaign and take our remarkable achievements as our contribution to the National Education Conference.

INNOVATING HIGHER EDUCATION THE UNIVERSITY OF TSUKUBA, JAPAN

The University of Tsukuba is a Japanese national university and was founded in 1973 in response to the nation-wide recognition of the need for university reform. It was founded to be a truly public university that is responsive to the needs of the times.

Background

The University is located in the centre of the Tsukuba Academic City which is being developed at the southern foot of Mt. Tsukuba, about 60 kilometers (37 miles) northeast of Tokyo. The name of Tsukuba appears even in the oldest Japanese writings as a place of beauty. The total area of the City is 2,700 hectares (6,671 acres). Forty-three research and educational institutions are being built here, including the University of Tsukuba, which will function as the core institution.

The University occupies 245 hectares (605 acres) of the City and its buildings, many of which are still under construction, are designed to match the surrounding pastoral landscape. All of its facilities are to be made available to the public for local, national and international activities of an educational nature.

Organization of programmes

At Tsukuba there are no academic departments of the conventional type. In order to avoid compartmentalization of academic disciplines and respond to multiple social needs flexibly, the University treats research and instruction as separate but functionally related endeavours. All of the faculty members at Tsukuba are primarily placed in its various Research Institutes.

Academic programmes are planned and administered by the Colleges and Schools of the University, which are free to recruit their teaching staff from any of the Research Institutes.

The Colleges form super-ordinate organizational units called Clusters so that their students may benefit from broad inter-college

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course offerings. For example, those Colleges that concentrate on basic studies are grouped together as the First Cluster of Colleges and those that emphasize applied studies form the Second Cluster of Colleges. Graduate education is also flexibly programmed to meet various individual needs. The University offers both terminal master's degree programmes to train specialists and doctor's degree programmes to train researchers.

The Research Institutes are project- and problem-oriented and provide opportunities and facilities for organized interdisciplinary research. A member of one Institute may have a joint appointment with another Institute to further inter-institute co-operation. As needs arise, university-wide special research projects may be initiated.

All the academic and administrative units at Tsukuba have autonomy regarding their own plans and programmes. Their administrative responsibilities are made clear and their initiatives in respect to budgetary and personnel matters are effectively co-ordinated through university-wide councils and committees to achieve balanced autonomy for all.

At Tsukuba five Vice-Presidents assist the President in the areas of research, academic affairs, student affairs, medical service, campus planning and general affairs. The President and his Vice-Presidents assume the highest responsibility for the overall administration of the University. For the establishment of close contact with the general public, it has an Advisory Board which consists of leaders in various walks of life.

Tsukuba is very active in offering various educational programmes to the community. Both credit and non-credit extension and summer programmes are to be initiated soon.

Tsukuba International Symposium

Tsukuba has instituted the Tsukuba International Symposium to provide an international forum on topics of national and international significance. At the invitation of the University, scholars of international fame from Japan and abroad participate in its annual meeting presenting their views and ideas. The topic for 1976 was "The methodology and technology of higher education in modern society".

Tsukuba will soon be ready to make all of its research facilities available to visiting scholars on fellowships or sabbaticals.

REVIEWS OF RECENT PUBLICATIONS
AND STUDIES

EDUCATIONAL ATTAINMENT IN ASIAN PRIMARY SCHOOLS

Every country in the region is increasing its expenditure on education, especially on education for children under 12 years of age. Much of the investment has been on tried and tested practices and some on changes. Always there is the hope and expectation that for every element of investment there will be a significant return. Yet relatively little has been done to assess the outcome of education systems. If an evaluation of elements in an educational system is conducted there is a tendency to concentrate on the input to the system, rather than the output. As a result we have a great deal of information on the numbers of students and teachers, buildings and equipment and expenditure, both capital and recurrent. Many assessments of education systems consider enrolment and drop out figures as an indication of quality; but these must be regarded as secondary features of the education system with the added problem of close relationship to societal factors.

Background

There can be few other examples of human endeavour where processes are considered more important than products. How many people give any thought to the production process when assessing the merit of a radio or the value of an item of food. The close attention now being paid to the achievement of students in schools in Asia is to be welcomed as a serious attempt to judge the effectiveness of education systems.

Where there are entrance examinations for secondary or tertiary education, there is data on the success and failure of school students to meet the specified standards. The major disadvantages of these examinations as a means of overall assessment is first that in many countries only a minority of students are candidates and second that they purport to test only those achievements considered relevant for an academic course leading to employment in a professional field.

During the last ten years a number of studies have been carried out in Asia and Oceania on the outcomes of educational systems especially

at the primary level. These have concentrated on the attainments of the children and have looked at inputs, such as provision of textbooks, pupil teacher ratios and in-service education for teachers to see if there is an association between these inputs and the performance of the children.

A problem in any attempt to assess the achievement of students at any age, is that we have very little real knowledge of what kind of attainment is feasible at specific ages. In addition, relatively little has been done to determine what an educational system should strive to give students in the way of understanding, knowledge, attitudes and skills to fit them for their future. The task of establishing educational objectives for the various levels and kinds of school is going on in many countries but the refinement of these objectives, especially to relate them to the real needs of students will take many years. Only in a few cases were the studies of attainment based on nationally promulgated educational objectives. Most surveys were influenced by tests developed in Europe and the United States of America.

We know that tests used in the west are often culturally biased, there is often an assumption of urban experience and of the modes and mores of a middle class professional life. There is a probability that many tests currently in use in Asia are not sensitive to Asian, and especially rural Asian ways. Also in following patterns established elsewhere, there has been relatively little account taken of developing attitudes and almost no assessment of manual skills. In real life, mental and manual skills and knowledge, together with attitudes acquired in childhood and later, all contribute to the ability of the whole man enabling him to work and live in society. Few assessment surveys anywhere attempt to ascertain how all learning outcomes can be used together in the execution of a task. With some emphasis on problem solving in many national curriculum development projects there is a need for well designed testing of student performance involving all skills, and attitudes, not merely cognitive attainments. We await the result of surveys of such testing with interest and perhaps some anxiety.

The child achievement related to environment

There has been a great deal of anxiety among educators who have studied reports of achievement surveys in their own country. This anxiety has led to serious debates as to whether reports should be made freely available. To many people the reported achievement of many children in many schools appear to be very low. Whether or not academic standards are low depends on what standard is appropriate and what is aimed at. With so much emphasis on preparation for tertiary education in the curricula of most countries, even primary school courses tend to be academic. There is often little in the course that relates to the

child's life and environment, or which is relevant for the majority, who will after a shorter or longer period of education, seek employment in urban and rural communities. It may well be that the failure of so many children to reach an academic standard is as much a reflection on the standard as on the teaching and on the schools.

Even accepting that it will be necessary to determine carefully the academic attainment to be expected of school students, the studies in the region do reveal large differences in achievement between students of varying family backgrounds and from different localities. The surveys give less certain information on differences of achievement that can be attributed to differences of schooling factors, such as the effect of increased expenditure on books and teacher education.

It is very difficult to establish a cause and effect relationship between achievement at school and ascertainable factors in the child's history. For example the fact that in the region, children with television receivers at home tend to reach higher academic standards does not necessarily mean that the child has learnt much from television programmes. In this case the television receiver is an indicator of social and economic status. In all studies, in Asia and elsewhere, the child with the material and human advantages of a prosperous home tends to achieve well.

All that the studies can do in most cases, is to report an association between factors. In many cases, attempts can be made to allow for intervening variables that may affect the association initially reported. Before this can be done, the intervening variable must be identified. It is likely, in many cases, that there are unidentified factors, associated with those under study, of which the researchers were unaware. This basic weakness of existing methodology in surveys of the kind under discussion can be illustrated by referring to findings on achievement and class size.

Class size

For some years, achievement surveys have shown little or no association between attainment by students in classes of different sizes¹ in

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1. This topic of class size is now being studied very widely, the *National assessment of the quality of Indonesian education, second report on the survey of achievement in grade six* discusses this problem in some detail. A paper by Dr. J.K. Lindsey entitled, "A re-analysis of class size and achievement in the IEA Mathematics Study", *Comparative Education Review*, 18(2), 1974, develops a methodology for analysing class size and student relationship data.

Reviews of recent publications and studies

the range of 25 to 45 pupils. In fact a number of studies, including some in the region, show that children from larger classes seem to be achieving higher academic levels. This is surprising and important. Many national efforts to improve education systems include efforts to reduce class sizes, presumably on the assumption that this would improve the effectiveness of the system. Before accepting the implication of the basic findings on class size mentioned above let us consider some possible intervening factors.

Children might be achieving better in larger classes because :

- a) Larger classes are more common in urban areas where achievement levels tend to be higher for other reasons.
- b) Schools with greater prestige attract more students and can select the more able. Because of pressure of numbers, these high prestige schools sometimes have larger classes.
- c) Where there are several classes of children of the same age, it is quite common to group the more able children in one class. As they are easier to teach and because of parental pressure the class for the more able children may be larger than the other classes.

Greater achievement in these cases would be coincidental with large class size, not dependent upon it.

We cannot be sure that having rather larger school classes will have no harmful effects but at least there is real doubt that smaller classes are necessarily beneficial. There is an urgent need to carry out further studies, and, in particular, experimental, rather than purely observational, research is necessary.

Child's background

The example just considered was of a factor in schooling over which educational planners and administrators have some control. Many of the research studies in Asia and Oceania have looked into factors in the child's background, and then tried to see if there is any association with educational achievement. Much of what has been found is consistent with findings elsewhere but there are some important differences. For example, although there is a clear association between high achievement and a prosperous home background, the contribution of schooling to learning seems to be greater in Asia than in Europe and the United States. For those who survive in school to the secondary level, the positive association of a prosperous home with achievement is even less marked.

Regional background

In many countries the variation in levels of achievement between regions in the country is quite large. In mathematics tests, children in one region may score on average less than half the score in the capital city. Although in general high achievement is associated with greater expenditure on education and with overall family prosperity, there are, in many countries areas where achievement is relatively high and yet prosperity and expenditure is relatively low. The greatest discrepancy is often in the numbers of young people proceeding to the tertiary level. There can be as much as a 100 to 1 variation in the chances of tertiary education between regions.

Size of family

Size of family differences between findings in various countries are quite common. In most countries, children from large families tend to achieve less well than children from small families, but in India and Indonesia they tend to do better in achievement tests. There is some evidence that children from large families learn from their brothers and sisters. If this is so, there is an opportunity for educators to exploit.

School size

Much interest focusses directly on sectors related to schooling, over which governments and educators have some control. In addition to those on class sizes there are other significant findings. Almost all studies that have compared achievement in large and small schools find that children from large schools tend to achieve better. By large the studies mean several hundred. It would be interesting to read studies that have looked at achievement in exceptionally large schools of thousands of pupils.

Teacher's income

The greatest recurrent cost in education is on teachers' salaries. Broadly speaking better qualified and more experienced teachers have students who attain higher academic standards but in many countries the differences are not great, especially at the primary level. What does seem important is that high motivation and a positive attitude towards their students is always associated with better achievement by the student.

Textbooks

Another great education expense is for the provision of textbooks. Many studies in the region have indicated that the return, in terms of increased learning, for the investment is disappointing.

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Some countries have established large, full time and long term curriculum development teams to develop tests and improve learning material of all kinds, including texts, prior to dissemination. There are indications that the resulting texts are more effective than hurriedly prepared and inadequately tested books. There is also evidence that in-service teacher education in association with the dissemination of new courses and learning material is more effective than the sum of the two activities.

The cost of developing new aids to learning and of teacher education courses is very high, but often not as high as the cost of providing books and equipment that may be relatively ineffective. This is an important implication of achievement surveys in the region.

The cost of the surveys themselves can be easily justified. The more expensive ones cost about \$ 200,000 but in one country at least, the findings have stimulated a reconsideration of the basic structure, aims and methods of the school system. In many cases the findings show where investment can be increased to give a real prospect of improved learning and where it can be reduced at no cost to educational effectiveness. Given the heavy expenditure by all governments on education in the region, the potential for improved efficiency is great and the cost of research and development can be more than recovered.

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NON-FORMAL EDUCATION IN INDONESIA

Indonesia. Department of Education and Culture, Directorate of Community Education. *Report on the case studies of the non-formal education programme*. Jakarta, Directorate General of Non-formal Education and Sport, 1976. 1 v. (various paging)

This report presents case studies of seven selected non-formal education (NFE) programmes in Indonesia. The programmes studied are: (1) Vocational skill training; (2) Family life education; (3) Basic education; (4) Village credit bank; (5) Village development assisted by Unicef; (6) Village development not assisted by Unicef; and (7) Village development assisted by TKS-BUTSI.*

The case studies were conducted in 1976 by a team composed of officials of Pendidikan Masyarakat (PENMAS), or Community Education Department, with financial assistance from Unicef and technical inputs from BP3K. The studies were carried out in seven selected villages located in three provinces in Java.

The studies focused on the role of field officers co-operating with the respective village communities, namely: (1) three PENMAS officers working in three different villages; (2) two officers in charge of village development in two different villages; (3) one TKS-BUTSI volunteer; and (4) one village head.

The case studies were conducted with the following purposes: (1) to show the importance of the various kinds of community education services and the contributions of non-formal education programmes in improving the living standards of the rural people; (2) to set up a viable programme of in-service training for NFE personnel based on the actual tasks to be performed by them as identified in the case studies; and (3) to identify the tasks, scope and role of non-formal education in village development.

These case studies represent "only a beginning" (the project is to be continued in order to examine all of non-formal education in Indonesia).

* This and other acronyms as well as several terms of current Bahasa Indonesia are defined in the glossary at the end of this review.

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Some of the important conclusions derived from the case studies are summarized as follows:

1. The studies have clearly shown the important roles that PENMAS and other NFE personnel should play, such as:
 - a) Identifying the learning needs of the people;
 - b) Identifying the learning resources and bringing these resources to the groups of people needing them;
 - c) Generating learning processes and activities which already exist locally;
 - d) Persuading and motivating the capable and skilled members of the community to teach their skills to others in need; and
 - e) Organizing non-formal education classes.
2. The report gives a provisional picture of the achievements and strengths of NFE programmes in several places in Indonesia such as the existence of learning groups, group leaders and facilitators or organizers in the villages, and a variety of programmes and activities and various community resources awaiting to be mobilized and used for educational purposes.
3. The training of non-formal education personnel should not be on 'how to do something' but on how to make the trainees aware of learning resources available in the community and use them; how to make variations in the learning process to overcome boredom; how to motivate the educated and skilled people in the village to teach non-formal education classes; how to create an environment that is most conducive to learning. Training and sensitizing future NFE personnel must be directed towards acquiring the ability to detect community problems, and co-operatively developing out of these problems learning activities and programmes which challenge the imagination of the educands.
4. The reports on the case studies should serve as useful reading material for NFE personnel who are developing programmes for their respective communities.

It may be pointed out that the case studies have been undertaken with great care. They all try to analyse the existing situation, identify the problems, state their objectives clearly, describe the programme activities carefully, analyse the roles played by the respective personnel involved in the various activities, summarize the outcomes of each programme, and give brief comments and conclusions. At the end of each study report is a summary of the significant aspects of the study.

A brief description of four of the seven case studies is made as part of this review to facilitate understanding of the programmes that were studied.

VOCATIONAL SKILLS TRAINING

Background

One of PENMAS programmes involves training people in the vocational and technical skills needed to enhance their productive capacity, thus enabling them to earn more money. Most of the courses are set up in the villages.

Location, method and purpose of the study

This study, on 'Skills Training in Weaving', was conducted in the village of Panyingkiran, in the district of Subang, West Java, with a population of 4,087 (1,973 males; 2,114 females) in 1,097 families. The majority of the people are farm labourers and plantation workers. Fifty per cent of the population 13-to-45 years is illiterate.

The data were gathered through visits to the village and interviews or discussions with the people involved in the programme. The purpose of the study was to get a clear picture of the operation of the vocational training course on mendong weaving as a means of raising the standard of living of the people. A secondary purpose was to find out the role of Penilik Penmas in generating learning to promote the weaving industry in the village.

Rationale for initiating the skill training programme

1. There is a functional literacy class in the village.
2. Mendong grows in abundance in the village.
3. There is a family of expert mendong weavers in the village, engaged in that vocation for a long time.
4. Eighty per cent of the people earn only 100 rupiahs a day (US\$0.25) as labourers.
5. People work only four or five hours a day and have nothing more to do until the next day. Housewives have more leisure time than the men; after their household chores, they are practically idle.
6. Mendong weaving can be developed into a home industry which requires very little capital and work space.
7. Prospects for marketing the product and profit are very good.

The objectives of the programme are thus:

1. To impart knowledge and skill in weaving mats and other articles out of mendong;
2. To develop positive attitudes towards leisure time, and to improve knowledge and skills in citizenship and health practices; and

Reviews of recent publications and studies

3. To open up employment opportunities for those who have no permanent jobs, thereby generating additional income.

Outcomes

1. At the end of the training in March 1975, 30 people had acquired the skill of mendong weaving. One hundred-fifty people in the village are now engaged in the industry and 130 additional young men and women have made mendong weaving their pastime for extra income.
2. A healthy competition has now emerged thus resulting in greater production and improvement in quality of the products.
3. A marked change in attitude has taken place towards leisure time: the people now utilize their leisure time for productive activity.
4. More weaving looms (280 units) have been registered.
5. The per-capita income of the people in the village has increased from around Rp. 9,113 in 1970 to some Rp. 20,000 in 1976.

Conclusions

The success of the vocational training course was due to the following factors:

1. The programme was based on the real needs of the people in the community;
2. The Penilik Penmas played a very active role in promoting the programme;
3. Government and community resources were put to good use; and
4. There was strong administrative support by district, sub-district and village officials.

FAMILY-LIFE EDUCATION

Background

Family-life education is one of the important programmes of the government. The general objective is to promote the understanding of various aspects of family-life so that each family will acquire the basic skills required for its welfare.

Location, method and purpose of the study

The case study was carried out in the village of Kedu, district of Temanggung, Central Java. The data were gathered through visits, interviews, and reference to existing records.

Kedu has an area of 3.8 square kilometres with a total population of 3,657 (1,793 males and 1,864 females). The size of the average family is five people and the density of population is 900 per square kilometres. The educational level of the people in the village is quite high; apparently no one is illiterate between the ages of 10 and 45 but 20 per cent of those 45 years old and above are illiterate.

This study was conducted to get an overall view of the family-life education programme carried out in the village of Kedu as regards its goals, content, methods of teaching, facilities, motivations, supervision and output. A second objective was to know the role played by the local Supervisor of Community Education in the family-life education programme, and to determine the attitudes, character and qualifications required to be a successful Supervisor of Community Education or a leader of study groups or other institutions involved in the programme.

The programme

The activities of the programme are poultry breeding, planting of pepper and coconut trees, establishment of grocery stores, sewing projects, and development of Javanese traditional medicines from local plants. Also, school drop-outs in the village are sent to the Community Education Centre and given introductory courses in photography, sewing or radio repair. An interesting feature is that all the students are literate.

The course in family-life education, consisting of four parts, is completed in 144 hours lasting four to six months. It is administered by a Board.

Outcomes

1. The people in the village have felt the importance of the family-life education courses and have participated actively in the courses, bearing the cost themselves.
2. The courses have led to the reduction of vandalism and delinquency among the young people, the formation of 'Development classes', the eradication of illegal money lending, and the promotion of sewing activities.
3. A village library and a village hall for conducting community activities have been established.

Conclusion

The programme has been carried out successfully because of the wholehearted support and co-operation given to it by the community people, the Community Education Supervisor and the officials of the village, sub-district and the district.

BASIC EDUCATION

Background

This course is directed to those who have been deprived of schooling, and school-dropouts. The objective is to impart knowledge and develop basic skills in reading, writing and arithmetic linked with related life skills.

Location, method and purpose of the study

The study was conducted in the village of Wirokerten in Yogyakarta in August 1976. This village was selected because of its success in implementing Penmas programmes over the past years.

Wirokerten covers an area of 375,504 hectares, 65 per cent of which are rice fields. The total population is 6,338 (3,026 males, 3,312 females); the majority are rice farmers. Many of the people are literate.

The community has a very strong sense of co-operation as manifested in a communal effort to build dams, roads, irrigation systems and houses, as well as giving contributions on the occasions of marriage or death. The people are very obedient, as the village headman commands a very high respect.

The purpose was to get an overall picture of the whole process of administering the Basic Education Course at the village level and to assess the extent to which the programme has contributed to village development. Another purpose was to determine the role of the Penilik Penmas in the process of generating learning in the community relevant to its development.

Rationale of the programme

1. Illiteracy is still prevalent in the community.
2. Employment opportunities such as work in printing shops or as messengers require a certain level of literacy.
3. Illiterate parents have a lower sense of responsibility; most of the school-age children who do not go to school come from illiterate families.

Curriculum of the basic education course

The curriculum has three components: (1) the teaching of citizenship and development of attitudes congruent with Panca Sila; (2) teaching basic skills related to the '3R's'; and (3) training in practical skills. The course contains 144 hours and lasts from four to six months. Literacy teaching is done through 'global' methods.

Outcomes

1. At the end of the course, 433 out of 516 students passed the evaluation test.
2. Some of the graduates have found jobs for which previously they would not have been eligible.
3. The participants of the course have shown more interest in social activities like attending meetings, giving donations for public projects and joining other courses for further training.
4. There is greater community consciousness of the importance of education, setting an example and helping in building a private elementary school.
5. Several physical changes are noticeable in the village.

Conclusion

The success of the basic education course in the village of Wirokerten is largely due to the effective work of the Community Education Supervisor of PENMAS and the wholehearted co-operation of village, sub-district and district officials as well as the willing support of the people in the project.

VILLAGE CREDIT BANK

Background

The village credit bank, started by a village chief, is an unofficial way of lending capital for business to the villagers or small entrepreneurs. At first it operated only in the village of Sariharjo. Because of its success, it has now expanded and has become a national programme administered by the Bank Rakyat Indonesia. The association is managed by the people themselves with the village chief acting as honorary general manager.

Location, method and purpose of the study

The case study was conducted in the village of Sariharjo, district of Sleman, province of Yogyakarta. This village was selected because it is very active in the fight against illiteracy and has a high rate of literacy. The total population is 6,633.

Education in the village, both formal and non-formal, is highly valued. Most of the school-age children and youth are in school and several non-formal education activities are being undertaken.

The village has a total land area of 6.89 square kilometres, of which only around one-half is devoted to the cultivation of rice. Irrigation facilities are very poor; farmers have to depend much on the rain.

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In summer there is always a shortage of water. Data for this study were gathered through visits and interviews.

The objective of the study was to determine the role of the village chief in the rural development programme particularly in connection with the village credit bank system, and to understand the operation of the bank for possible replication in still other villages in the country.

The Village Credit Bank was established to stop the practice of some unscrupulous money lenders - that of giving money to farm labourers with a guarantee to sell their rice to the creditor after harvest at very low prices.

Objectives of the project

1. To provide loans to poor farmers and farm labourers for business to increase their income, without any guarantee;
2. To increase the funds for rural development programmes out of the savings of the farmers; and
3. To teach the farmers and labourers to use their leisure time profitably.

Outcomes

1. Starting with only 100,000 rupiahs capital in 1970, the Bank's Capital as of 1975 was 1,200,000 rupiahs.
2. More and more people are taking advantage of the facilities of the village bank.
3. A great change in mental attitude has taken place among the people; they have become more producer-minded than consumer-minded.
4. There is improvement in the peoples' living standards; they can afford to pay their taxes on time.
5. More small business enterprises have been established, and there are more job openings for jobless villagers.
6. Some leisure time is being spent in productive activities like weaving and sewing.

Conclusion

All the above achievements have been possible due to the unselfish devotion to duty by the village chief and his assistants and other government officials and community people.

Glossary - Indonesian terms used in the text

TKS-BUTSI	- <u>T</u> enaga <u>K</u> erja <u>S</u> ukarela - <u>B</u> adan <u>U</u> rusan <u>T</u> enaga Kerja <u>S</u> ukarela <u>I</u> ndonesia Volunteer manpower - Indonesian Volunteer Manpower Organization
Penmas PENMAS	- Pendidikan Masyarakat Community Development
BP ₃ K	- Badan Penelitian dan Pengembangan Pendidikan dan Kebudayaan Office of Educational and Cultural Research and Development
Penilik	- Supervisor(s)
Mendong weaving	- Mendong is a sort of grass-plant (around 6 feet high); the stems can be used to make mats - Fimbristylis globulosa
Panca Sila	- The five pillars of the State philosophy of the Republic of Indonesia, namely: - Belief in God - Democracy - Nationalism - Social Welfare - Social Justice
Bank Rakyat Indonesia	- Indonesian People's Bank (Village Credit Bank)

EDUCATIONAL INNOVATION FOR RURAL DEVELOPMENT,
PHILIPPINES

Contado, Tito E. *Barrio Development School - a Resource Book*.
Makati, Educational Development Projects Implementing Task
Force, 1976. 219 p.

The document is both a resource book and a case report of a Philippine innovation in education for rural development, called the Barrio Development School (BDS), focused on rural (barrio) out-of-school youth. Consisting of ten chapters, chapters 2-9 are devoted to a discussion of the conceptual framework, target group, purposes and goals, philosophical bases, curricular structure, organization and operation, supervised farming approach, and the evaluation of the scheme. The first chapter introduces the BDS idea, and the last chapter considers the four-year operational report of the first BDS in Masaya, Laguna, Philippines, where it was started in 1970.

Structure

The BDS is not a secondary school preparing for college, but one located in a rural community, and designed for the rural out-of-school youth, aged 14 years and over, who decide to live and work in the community and desire to develop proficiency in farming and related occupations for self employment. The BDS is deformalized, to the extent that it is not a part of the regular school curricular programme and examination system; the supervised home farm approach is a major learning technique. But it is also formal in that it is institutionalized, has chronologically graded (year 1-4) teaching/learning sequences, and is placed under the jurisdiction of the Department of Education and Culture.

Some of the significant features of the BDS are:

1. The supervised farming (the core of the instructional programme), which is conducted in the home farms of the students. It provides the opportunities to:

- a) choose, plan and start an agricultural enterprise;
- b) operate and manage farming enterprises in a business-like manner;

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- c) produce farm commodities efficiently;
- d) use and conserve natural and other resources;
- e) use institutional credit (from the bank) and other agricultural services;
- f) purchase inputs economically and market products advantageously;
- g) learn co-operation and wholesome farm and community living;
- h) get established in farming or related occupations.

2. Classroom instruction in agriculture is given so that the students would learn new ideas, practices, information and agricultural principles which are useful in the successful conduct of the supervised farming programme.

3. Since the students are presumably only sixth graders, their capacity and ability to think and their preparedness for continuous learning are developed by teaching them the basic tools subjects such as language usage, functional reading, business arithmetic, applied science and farm economics.

4. Subjects in citizenship training and in health education are included in the instructional programme because the students are still young and inexperienced as members of the society and as citizens of their country.

5. The medium of instruction is a mixture of English and Pilipino (local language) depending on whichever facilitates the understanding and learning of new ideas.

6. Credit and savings education is emphasized. The students are assisted to actually use the bank for their credit needs and for keeping savings.

7. Although agricultural productivity is a major focus in the instructional programme, marketing and farming for profit are equally emphasized.

8. One half day is devoted to classroom instruction while the other half is devoted to supervised farming programme activities.

9. The school building is necessarily located in the barrio

or in a small agricultural town, never far from the community where the students live; the facilities of the elementary school may be used, or the building may be constructed through the efforts of the local officials.

10. Locally available tools and equipment are used for instructional purposes. Expensive pieces of equipment such as a garden tractor are studies on the owner's farm. Students are encouraged to accumulate capital assets needed in their farm business operation.

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11. Competence in social participation, co-operation and leadership abilities are developed by the various activities of the Future Farm Operators Association in co-operative projects such as the livestock insurance and the pooled supply service.

12. The teachers of agriculture and supplementary subjects are required to reside in the barrio where the school is located.

13. The school is a partnership venture between the barrio people and the government. Financially, it is partly supported by the community people through the tuition fee of students and the contribution of their labour and money for certain school projects. This gives them, particularly the parents, a sense of commitment and a voice in the school programme.

14. Policies and decisions affecting the school and the community (local matters) are made by a Local Advisory Council (LAC). This council is composed of the barrio captain, the PTA president, one outstanding farmer-leader, the school principal, and the agriculture teacher. The district supervisor serves either as a regular member or as an adviser. Other members may be added whenever it is considered necessary and advisable.

The ultimate measure of the success of the BDS is the establishment of the graduates in economic scale farming or related occupations. It is anticipated that the economic value of the output generated by the BDS students will more than pay for the cost of operating the school programme.

Basis and purpose of curriculum

Being non-college preparatory, the curricular offerings in the BDS are not distracted by the requirements of tertiary education and can match a true-to-life setting. The offerings are also directly geared to the improvement of the quality of life in the barrio. The close inter-relationships with the community, built into the programme, provide opportunities for developing a strong sense of belonging to the community, encouraging the learners to remain in the barrio and contribute to its development.

Improving the low productivity of the succeeding generation of farm people is a well recognized purpose of the BDS. Data in the Philippines indicate that, generally, the productivity of a person is positively related to his level of education, or to his learned skills and abilities. Data also suggest that even at the sixth grade level, the person is not sufficiently productive. In a traditional agriculture, this level of education may not be enough in order to cope with the problems of producing

food from less fertile soil, and of combating a complex of pests and diseases never experienced by the youths' parents or grandparents whose education was likely to be lower than sixth grade. A barrio youth who does not have the opportunity to study further than his basic education cannot be expected to be better than his parents. Neither can he be expected to break the cycle of under-development in the barrio. The BDS attempts to provide this extra learning in the situation and in the context of real-life farming.

Duration

The needs for occupational training, the age at completion, a longer period of assisted maturation and the opportunity to accumulate farm assets and capital while learning, were taken into account in adopting a four-year curriculum. The cost factor was not considered a problem. Under the BDS scheme, where the supervised farming programme of the learner is expected to grow in magnitude and productivity through the years, the cost per learner actually decreases with time relative to the learner's net worth. Consistent with the fundamental consideration in deciding for the four-year curriculum, i. e. , the training needs of the target population, exceptions can be made for barrio youths who have had a full high school education. In this case tool and citizenship subjects are omitted. The learner would be older and capable of handling bigger starting capital in the supervised farming programme. Such learners are provided with a two-year programme.

Teaching staff

In scheduling, the first two years' operation is uncomplicated. Two teachers with one classroom is sufficient to run the school. A second classroom is required in the third year for a half-day class use. A third teacher is also added. During the fourth year, the two classrooms are fully utilized and a fourth teacher is added. This would be the total teaching force for a complete BDS programme. Scheduling is basically a local matter, and adjustments and modifications are made for conditions such as climate and seasonal demands for labour.

The BDS and the environment

Criteria for the establishment of the BDS are quite specific as indicated below, and even in the pilot programme several were found difficult to meet :

1. Potential for agricultural development. The qualities of the agricultural resources in the area depend on their potential for development with trained people and advanced technology. The quality of the soil, the topography of the land, availability or potential availability of

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water for agricultural purposes and the kinds of crops and animals that can be raised profitably in the area are important factors. Socio-economic conditions that may hamper agricultural development would include tenancy and similar disadvantageous landholding systems, lack of infrastructure and markets and the limited role of agriculture in the economy of the area. Peace and order situation should also be considered. If the area has a very low potential for agricultural development, the youth therein would be better off if given training for other settlement areas or for jobs in the urban environments.

2. The number of youths who have decided and who will decide to study, work and live as operators of farms and in related occupations with at least sixth grade education. Every year, for at least four years, 15-20 barrio youths should enroll at the BDS. Less than this number would not warrant the opening of a BDS.

3. Are there other barrios nearby that the BDS can also serve? Barrios within 30 minutes' travel by foot or bicycle are potential service areas of a BDS.

4. Do the barrio people, at least the barrio council, feel the need for this kind of an educational programme for their barrio? If the barrio council feels strongly about it, it must write a resolution requesting that a BDS be established in their barrio. The resolution is important because it signifies that the BDS entry into the barrio is on the strength of their invitation and therefore the barrio people will not take an indifferent ("let's see what you can do to help") attitude.

In selecting a barrio for the Experimental Barrio Development School, the following criteria were used:

1. The barrio must be within one-hour drive from the university.
2. The barrio is predominantly agricultural.
3. Preferably, about half of the farmers in the barrio own the land they cultivate.
4. The barrio must be accessible by jeep or car.
5. There must be at least 30 qualified students during the first year and approximately the same number during each of the succeeding school years.
6. There is a strong barrio council interested to have a barrio development school for training young men for the farming occupation.
7. The barrio must be more than three kilometres away from an existing high school.

Requirements for operation

Generalizing from the experience of the BDS, the following minimum requirements will permit the school to operate providing the offerings indicated in the scheme: one full-time agriculture teacher with the same salary as that of agriculture teachers in agricultural schools; one full-time supplementary subjects teacher with the same salary as that of barrio elementary school teachers; one classroom which may be borrowed from the elementary school, or a room improvised with the assistance of the parents; one teacher's workroom as office, two teachers' tables and chairs; borrowed or improvised desks for 20-25 students, one or two blackboards, an eraser and pieces of chalk; one or two wooden cabinets with glass shutters for books and reading materials; at least one book for each subject and as many copies of locally printed materials like pamphlets, bulletins and magazines; one basketball and one volleyball; and one motorcycle or at least a bicycle for the agriculture teacher.

Instructional tools and equipment are important components in occupational training programmes. At the pilot BDS, light tools such as garden hoes, shovels, hammers, saws, were at first borrowed by the students from their parents, relatives or neighbours. Later on, some of these and a few more expensive items, such as wheel barrows and sprayers were bought by the school. Yet the wide use of community resources, such as hand tractors was continued, with the training done both at school and in the farms of the owners of the tractors.

The guarantee loan fund scheme

Lack of starting capital for the supervised farming was one of the most serious problems. Only about 30 per cent of the students and parents could afford to lend capital of more than ₱ 200 (US \$30). The rest could not provide even ₱ 30-45 (US \$5) as capital.

To be realistic about the credit problem in the Philippines, there should be an awareness of the need for credit education in occupational training for farming. Farmers will have to face the fact that institutional credit is a necessary component in modern farming. As prospective modern farmers, the BDS students should therefore be given the opportunity to learn how to use the bank as a source of credit, to use borrowed money advantageously and to pay the loan as planned.

The guarantee loan fund scheme through the rural bank has worked well with the Experimental BDS. Since the rural bank could not allow the BDS students to borrow money owing to lack of security, this scheme was conceived. It is based on the belief that the BDS students should know how to use the bank, that the bank will lend money to the

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students if there is security and that there are groups or individuals who have savings deposit at the bank and are willing to pledge this as guarantee fund for the BDS students.

For the BDS in Masaya, the Barrio Book Foundation, Inc. serves as the guarantor while the Los Banos Rural Bank provides the loans. Later on, the Church Among the Palms and individuals also agreed to serve as guarantors. With the guarantee fund, the rural bank has become a part of the educational programme for the BDS students.

The scheme is easy to follow. Once a deed of assignment or a memorandum of agreement between the guarantor, the bank and the BDS is made, the operation starts. The BDS students make project plans under the guidance of the agriculture teacher and with the knowledge of the parents. As soon as the project plan is satisfactorily completed, the student signs it. Then the parents are requested to sign, signifying their willingness to abide by the plan and to encourage their child to use the borrowed money as planned and to pay it on the date due. The teacher and the project leader sign the plan indicating that it is technically feasible; the agriculture teacher expresses willingness to supervise the student's project and the bank may now consider to finance it.

The signed project plan and the rural bank loan sheet are presented to the bank by the student. If this is the first loan of the student, it is an agreed practice for the bank to require the student to open a savings account. In the plan it is indicated how much of the money is immediately needed. This is the only amount presently given to him, while the remaining amount is deposited in his savings account until he needs it. To get the balance, the signature of the agriculture teacher is also required by the bank.

The potential of this scheme is great. If the inertia of underdevelopment in the barrio is to be overcome at the shortest time possible, the education of prospective farmer-operators who will succeed the old must be provided with some economic facilities such as credit. From the Masaya experience, the Rural Banks Department of the Central Bank is considering the possibility of making this scheme a regular programme of the rural banks. If this is done, the costly supervised credit to small farmers will be replaced by the regular bank services to trained farm operators of the future.

NON-FORMAL EDUCATION FOR WOMEN, INDIA

India. Council for Social Development. *The Mahbubnagar Experiment: Non-formal Education for Rural Women, an experimental non-formal education project for rural women to promote the development of the young child.* New Delhi, 1976. 86 p.

Reviewing the work done in India in the fields of functional literacy, maternal and child health, nutrition and family planning, it seemed, to the Council for Social Development, that an integrated approach to solve these problems was urgently required. This conclusion coincided with the Government's policy of providing integrated programmes in this field.

The low level of literacy of rural women was identified as a significant barrier to the development of integrated programmes. It was decided that an experimental project to test the effectiveness of functional literacy linked to these areas along with integrated services should be designed and tried out. The selected project site was Mahbubnagar District of Andhra Pradesh, where the female literacy was six per cent (as compared to the national female literacy figure of 13 per cent, in 1971). The project was launched in 1972 and the study completed in 1975.

In order to determine the most effective way of delivering a package of services, a field experimental study was carried out. It had three experimental treatments and one control:

1. Functional literacy classes designed around the felt needs of the local rural women;
2. Mother Child Centres demonstrating medical and nutritional practices needed to overcome their major maternal and child health problems;
3. A combination of Mother Child Centres and functional literacy;
4. An experimental control in comparable villages with no additional inputs other than normal governmental development programmes.

Of particular interest in the study are the sampling procedures adopted, the field organization for data collection and execution of the project, the needs and problems surveys, and the non-formal education programmes.

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In regard to these non-formal programmes, the experiment introduced two methods of transmitting knowledge - the Functional Literacy Centres, and an oral-cum-demonstration education along with a basic package of health and nutritional services at Mother Child Centres. Both methods disseminated the same set of concepts derived from the problem surveys.

The third experimental input was a combination of the two methods of education with the service package.

As the female participants were not free during the day time, the classes were held at night for about one and half hours, six nights a week.

The teaching material for functional literacy consisted of learner's material of 17 card sets including work sheets. The same set with printed instructions for the teacher, a source book on the subjects, letter flash cards and photographs, charts, and posters appropriate for the topics. In addition, five folders on the topics written in simple language were also used as new literate materials.

The Mother Child Centre programme provided non-formal demonstration education; development, delivery and analysis of basic health services, and nutrition services. The first component at these centres was non-formal but structured education. The materials included a discussion guide, a source book, visual materials - all based upon an integrated curriculum.

Before commencing the classes under each modality, a motivation programme was undertaken in each village to explain the purpose of the programme.

The experience from the experiment indicate that Mother Child Centres gave the most effective results in terms of gain in knowledge and adoption of proper attitudes and practices.

The study has demonstrated that with training, medical support, and encouragement, the main burden of the basic package of preventive and curative services could be transferred to the Auxiliary Nurse Midwife at the villages in the area. If these services are linked to a regular supplementary feeding and non-formal education programme, the total package can be carried to all pregnant, lactating and weaning women and their pre-school children in the village - the most vulnerable groups from the point of view of health.

The study tried to incorporate the village dai - the lowest level functionary - into the system of delivery of health services in the rural areas. Based upon the experiences of the study, it would seem that the

intra-natal services should not immediately be taken away from traditional dais. The Auxiliary Nurse Midwife could conduct training for the dais in the villages under her supervision, and the dais will carry out all normal child deliveries under the guidance of the Auxiliary Nurse Midwife. If the delivery services could be linked with economically rewarding programmes, such as the Applied Nutrition Programme garden, it could raise the threshold of production and consumption of protective foods.

SOCIAL BACKGROUND OF STUDENTS IN HIGHER EDUCATION
IN PAPUA NEW GUINEA

Weeks, Sheldon. *The social background of tertiary students in Papua New Guinea*. National Capital District, Papua New Guinea, Educational Research Unit, 1976. 119 p. (ERU Research Report no. 22)

This research report is interesting as it throws light on relationships involving a very new and rapidly developing education system, based largely on western patterns and a rapidly changing society where, until recently, formal schooling was not the normal preparation for life. Much of the data for the report was taken from a questionnaire completed in 1975 by 1,683 students in the second or later years of study at 15 higher education institutions. The questionnaire was a part of a study entitled "The Vacation Activities of Tertiary Students (VATS)" and was supported by the Department of Education, Papua New Guinea, as well as by the institutions concerned. In addition to the VATS information, additional data was obtained in 1977 from four rural areas and from the National Scholarship Scheme.

As in so many other countries, it was found that students attending institutions of higher education are by no means a cross-section of the population. The rapid growth of the education system in Papua New Guinea is exemplified by the finding that many of the parents of tertiary-level students have had no formal schooling. Those who had completed a first-level education were more likely to have sons or daughters attending tertiary institutions, and the few parents with an education beyond the primary were over 20 times more likely to see their children in college than those who had only completed their formal education at the primary level.

By region, access to higher education is not equitable; young people in the 'Islands' region are twice as likely to receive it than the general average, whereas students from the highlands are under-represented at the tertiary-level. Urban youths are somewhat better represented than those from villages but the best-represented group, by origin, live in rural 'non-village' homes (mission stations, plantations, patrol posts). Roman Catholics and members of the United Church are over-represented in the 15 institutions surveyed whereas Lutherans are under-represented. It is thought that this can be explained by the existence of an alternative education system for Lutheran students.

As would be expected, children of fathers in professional and skilled employment are much better represented than those of labourers and farmers. Young women are much less likely to go to tertiary institutions than men. Moreover, although there is a tendency towards a more equitable representation for men from the various provinces, this is not the case among women; in some provinces women are in fact becoming less well represented. This is a trend that would merit further examination.

The author believes that the study has shown that the educational system of Papua New Guinea is not an open and egalitarian one. Whether this is true will depend on what we mean by open and egalitarian. If egalitarian is to be defined as an even representation at every level of education, no matter how the students are categorized, it is highly unlikely that any education system has achieved this.

Papua New Guinea is not likely to be immune from the kinds of development that have created so many difficulties in other countries. The first danger is that the education system is likely to develop more rapidly than employment opportunities. This can quickly lead to a large number of educated unemployed. The author is clearly aware of this. In fact he provides a number of insights into the rapidity with which Papua New Guinea society has reacted to perceived influences of education on employment. In particular he reports that, in some areas, societal leaders or 'big men' who at first did not encourage their children to enrol in schools, did so later when they saw the economic benefit accruing to children of other parents.

More immediately, it seems that a factor in the slow increase in women students at the third-level may be that there are at present attractive opportunities for employment for girls who do not go to the 15 institutions surveyed. This could be a fore-runner of a situation that has developed in a number of Western and a few Asian countries. Employment in a well-paid - and perhaps high-status - job is not necessarily associated with traditional university education.

A consideration of what can be achieved by any government in making any level of education more 'open' is necessary. The author states that it is 'easier' for some students to gain access to tertiary institutions than others. Surely all that has been shown is that it is more likely. Gaining access is more than passing through some entrance procedure, it includes academic preparation, largely a function of the school, but even more it requires support, encouragement and financial help from parents and relatives. Should the influence of the home be countered in some way? How can the State overcome the advantages in education of those from well-to-do or enlightened homes?

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Financial support is crucial; no formal education system is free if we include costs of books, food, loss of earnings and necessary clothing. It is clear that in Papua New Guinea, as in most other countries, many parents who have had the experience of formal schooling judge that they have benefited from it and provide a home environment conducive to further study by their children. It is likely that, by providing formal and informal educational opportunities in their homes, they compound the problems of those who strive for egalitarianism as defined in this report.

EDUCATION, EMPLOYMENT AND MIGRATION
IN PAPUA NEW GUINEA

Conroy, J.D. *Education, employment and migration in Papua New Guinea*. Canberra, Australian National University, 1976. 248 p. (ANU, Canberra, Development Studies Centre. Monograph ser. no.3)

The ESCAP¹ Conference on human settlements in May 1977 brought forth one of the most characteristic, though alarming, features of Asian countries - uncontrolled mass-migration to urban centres. The phenomenon is so common nowadays that most development planners will refer to it, often in total disagreement and by applying a quick judgement to the issue. Damnations of social problems are too frequent to be overlooked easily; it is heartening that more and more studies are now undertaken on various aspects of migration and its real causes, although we are sometimes submerged by the flow of data and a clear-cut analysis becomes difficult.

Dr. J.D. Conroy, who works with the Australian National University has dedicated his time to a full scale analysis of education, employment and migration in Papua New Guinea. His book will certainly be of great help to planners, at all levels, in Papua New Guinea. Apart from its local value, this publication will also be a useful source for all those who are concerned either with education, labour or migration.

By relating educational and employment aspects to migration, J.D. Conroy has succeeded in limiting his approach, assuring the very high general value of his data. "Education expansion, together with the introduction of monetary economic activity, has had a profound impact on the pre-literate agricultural subsistence societies of Papua New Guinea", and it can be said that such was the situation in many Asian countries at various degrees which will assure the book's relevance for other Asian specialists. Of course, one has to take into account the fact that the migration situation in Papua New Guinea is very recent thus

1. United Nations Economic and Social Commission for Asia and Pacific.

J.D. Conroy had the chance to focus his study on a fresh issue, which is not always the case in other countries. The writer first describes the unique economic setting and then sets out to develop a model of educational expansion and unemployment. By doing so he severely questions the western educational approach and the way it was introduced or copied in Papua New Guinea. He claims, rightly, that prestige of occupations, as perceived by school leavers, has a major influence on their aspirations, expectations and behaviour in the labour market, which is not surprising in Papua New Guinea, where the so-called 'Melanesian behaviour' is directed at maximizing prestige in the traditional context and where prestige in occupation and income is also of primary consideration in the changing context of daily life. However, the writer did not dwell on the sole aspect of prestige as derived from occupations; he also examined the relationship of prestige with income data and tried to relate this to the traditional patterns of behaviour. The hypotheses of the author are painstakingly verified or corrected if necessary, but it is somehow regrettable that almost no attention has been given to the period preceding modern school systems, thus giving the impression that there was no learning process at all in the hinterlands of the country. Even if this was not the object of study, a brief description of traditional education and labour patterns would have been helpful, notably when colonial and post-colonial school-situations are examined. It might just not be enough to refer simply to 'Melanesian behaviour'; surely, some concrete examples could have served as a basis for almost all of the arguments brought forward in the book.

This is, however, only a small drawback considering the almost unseizable amount of information given on every page. Special attention is paid to the fact that education in Papua New Guinea is quite often perceived by the beneficiaries as an investment and consequently leads to migration, i.e. to the places where employment can be found, namely, at Port Moresby. This is shown by numerous figures, which also tell us of the rising number of unemployed in the cities. Here the author can clearly establish a link between large-scale schooling in the rural areas and urban migration where not enough opportunities exist. The author can also prove that Melanesians regard almost all modern occupations as conferring greater prestige and income than traditional ones. In fact the separate rankings for occupational prestige and perceived income are quite identical. These two aspects of labour behaviour are then shown in detail, with emphasis on aspirations, expectations, and urban labour realities. In support of this, the author has conducted detailed investigations and the figures and tables show that no educational sector has been neglected.

Education, employment and migration in Papua New Guinea

J.D. Conroy's final remarks are, however, cautious when saying that discussion "of educational policy in terms of economic or even pedagogic, efficiency is becoming increasingly unrealistic". He concludes that "planners must work within the pragmatic framework which blends the economically desirable with the politically possible". What is politically possible will certainly have to be assessed in each country, but basically the findings of this book will be of use to many especially to those concerned with national development including the educational planners.

GUIDING EDUCATIONAL INNOVATIONS IN THE PHILIPPINES

The Line-In Writing Workshop, 4 November-15 December 1975
[Diliman, Quezon City] *The management of innovations in education, a handbook*, prepared [under the sponsorship of the College of Education, University of the Philippines and the Department of Education and Culture.] Diliman, U.P. College of Education, 1975. 184 p. (Monograph no. 5)

This handbook is one of five monographs produced during a Writing Workshop for developing training materials in supervision and management of innovations in basic education. It is prepared primarily as a guide for school principals to improve their managerial capabilities in order to cope with social change and lead the school to contribute to national development.

The handbook consists of four sets of Learning Experiences and Action Packages (LEAPs).

The first set - LEAP I is entitled, Concepts underlying educational innovations: implications for school management. It introduces five learning experiences focusing the principal's attention to the changes occurring in Philippine society, enabling him to distinguish the interacting effects of these changes to the educational system in a broad sense and to the schools in particular. These five learning experiences are centered on the following:

1. Awareness to change;
2. The educational setting: Philippines today;
3. The school and its setting: a systems view;
4. Shifting emphasis of our national educational goals;
5. The role of the school in planned change.

LEAP II - entitled Planning change, orients the school principal with the processes of educational goal analysis, assessment of the school needs, identification and resolving of problems, formulation of strategies and making decisions.

The set presents four learning experiences:

1. Goal analysis, needs assessment and problem identification;
2. Mission, function, task analysis, formulation of objectives;

3. Identifying constraints and needed resources, considering potential solutions;
4. Decision-making on the selection of the most appropriate innovation to solve school problems.

LEAP III - Organizing, implementing and evaluating planned change, enables the principal to acquire knowledge and skills in organizing, implementing and evaluating a project in educational innovation. It is revealed that to organize and implement a planned change successfully includes also institutionalizing feedback and process evaluation and determining the effectiveness of the innovation through summative evaluation.

This set contains the following five learning experiences:

1. Organizing and implementing planned change: concepts and strategies;
2. Initiating change;
3. Feedback and process of formative evaluation;
4. Sustaining implementation and process;
5. Summative evaluation.

The fourth set LEAP IV presents In-basket exercises, designed to simulate realistic situations of administrative and managerial decision making and solving of problems related to educational innovations. This part is aiming to consolidate the knowledge and skills acquired in the first three sets in applying their basic concepts, principles and techniques into practical situations.

A very useful glossary and bibliography is added to the text.

The materials of this handbook are presented such that the reader becomes actively involved in interaction with the basic concepts by performing some written activities, and by doing so he develops skills to utilize these concepts in real life situations.

PRE-ELEMENTARY EDUCATION IN THE PHILIPPINES

San José-Pañgan, Marina T. *Pre-elementary education for Philippine schools: workable approaches and modern trends*. Manila, Social Communications Center, Inc., 1976. 155 p.

The handbook is a guide to designers and teachers in pre-elementary education who wish to establish "institutionalized" - type, (apparently urban, affluent and English medium) formalized pre-schools.

As background the book reviews briefly some of the important foundations of pre-school education, including the philosophical, sociological and psychological bases. Under the latter, some details are provided, derived from research in developed countries, on characteristics of children of four to six years old, including physical and language characteristics; developmental needs and tasks, and educational implications.

In the framework of the learning environment of the pre-elementary school, the book specifies the level of training expected of the kindergarten teacher - specialization in pre-school education or an university graduate with a major in child study. Thus, the guidelines in the book are apparently at a level that may be implemented by a teacher with such specialized training.

Similarly the classroom equipment and materials also indicate quite affluent conditions. Drawings of specially designed chairs and tables, work tables, sinks, house-keeping furniture, and a spacious classroom floor plan are provided, similar to the "open plans" of kindergartens in developed countries. Furthermore, drawings of designed playground apparatus and playground layout are provided.

The last chapter contains a proposed kindergarten curriculum, constructed under the following topic or scope headings:

1. Experiences developing basic human values.
2. Experiences developing auditory and visual discrimination.
3. Experiences developing listening, speaking, vocabulary and oral communication skills.
4. Experiences developing the memory span.
5. Initial writing experiences.

6. Initial science experiences.
7. Beginning number experiences (arithmetics).
8. Experiences developing basic health habits.
9. Experiences for psychomotor development.
10. Experiences developing aesthetic sense.

In addition, rest activities are also suggested.

While the above apparently separate out the cognitive, psychomotor and affective domains, presumably the functioning of the curriculum would integrate them, though methods for integration are not suggested.

The curriculum provides suggested learning experiences, suggested instructional materials, and desired outcomes, with brief details given for each, which the trained specialist pre-school teacher has to interpret to suit the needs, interest and abilities of the class and the school facilities.

PROMOTING TEACHING AIDS IN PAKISTAN

Pakistan. Ministry of Education. Curriculum Wing. *National Teaching Kit for Primary Schools: a Project Report*, Islamabad, 1976. 112 p.

The Project Report is a unique document in Asia, in that not only was a teaching kit developed, field tested and modified, but also recorded in the Report is the philosophy and rationale of the kit, the process of development, the list of items of the kit, the members of the national committee and working groups, the schedule of meetings, the addresses of the Ministers, and the programme of in-service training workshops to use the kit. These elements form the major parts of the Report.

Part I surveys the implicit commitments of the Education Policy of Pakistan (1972-1980), and the general philosophy and rationale behind the design of the kit.

Part II of the Report describes, as background: the Education Policy of Pakistan and its implications for primary level curricula; international trends in developing inexpensive educational materials and teaching kits, with particular references to Unesco efforts, and experiences of Kenya, Turkey, Australia, Philippines, India, United States of America and of the regional RECSAM activities; the need for national teaching kits in Pakistan; the master plan for the national teaching kit project; a review of Pakistan's efforts in developing a national teaching kit; the development of the teacher's manual accompanying the kit; the teacher training programme and strategies for evaluating the kit in all its components in terms of administrative, practical and pedagogical aspects. The evaluation of the in-service training courses is also included in the strategies.

Part III provides the list of the 100 items of the kit, and includes both the specifications and the quantities of each item. The list is structured in terms of science, mathematics, social studies, language, teacher tools for maintenance, the kit box, and the manual.

Part IV lists the members of the various subject sub-committees, and the teacher's manual writers. The lists show that resource persons have been drawn from all the provinces of Pakistan, indicating a co-ordinated national effort.

Part V further supports, with evidence of the various meetings that were held to develop the kit, that the efforts were national in scope, and indicates the human resources management aspects of the development of the kit.

Part VI provides the support of the decision-makers for the efforts, in the addresses given by the Federal and State Ministers of Education.

Part VII shows the structure of the in-service programme design. The Report ends with an annexed checklist for activities and kit materials.

YOUTH DEVELOPMENT IN THE REPUBLIC OF KOREA

Korea, Republic of. Seoul National University. Graduate School of Public Administration. Institute of Administrative Research. *A study of the situation of children and adolescents in Korea.* Seoul, 1977. 145 p.

The Republic of Korea has successfully completed the execution of the Third Economic Development Plan (1972-1976). In preparing the Fourth Economic Development Plan (1977-1981), more emphasis was given to the social aspects of development, both public and private, which may influence the development of the quantity and quality of human resources in the Republic of Korea. The development programme for children and adolescents, which is the priority area of the development of the social sector, appears to be an important part of the Fourth Economic Development Plan.

In this context, a study was made of the present situation, problems and issues and the trends on the development of children and adolescents in the Republic of Korea. The study aims at the provision of necessary materials and data on the current problems and issues relating to the development of children and adolescents in the Republic of Korea and makes suggestions for alternative approaches to solving the problems.

The purpose of the study is:

1. To investigate the present status and situation of children and adolescents with respect to nutrition, health, education, social services and development of manpower ;
2. To determine major problems and constraints in the above areas and evaluate present government policies dealing with the problems;
3. To suggest some alternative solutions for improvement of the situation.

This study covers the situation of children under 18 years. They were clustered into the following four significant age groups, each of which requires specific care and attention: (a) infant: 0 to 1 year (including pregnant mothers), (b) pre-school children: 1 to 6 years (c) primary school children: 7 to 12 years, and (d) adolescents: 13 to 18 years.

The study, funded by Unicef, was jointly undertaken by some 19 researchers and research consultants and their assistants under the directorship of the Institute of Administrative Research, Graduate School of Public Administration, Seoul National University.

The study group held a number of discussion meetings with resource persons and other experts in the field, in order to collect ideas and relevant materials. A meeting for synthesizing the materials collected was also convened. Although the documentary study was mainly used as a means of collecting data, three sample surveys were additionally carried out in order to collect needed supplementary data in 1975.

The study has made a number of constructive suggestions in each field of the study: nutrition, health, education, social service and manpower. Among the recommendations of the study that have been made, the followings are relevant to the improvement of the education programme:

1. Reduction of class size in the primary schools to at least 50 pupils per class.
2. Expansion of educational opportunities for pre-school children and establishment of public kindergartens which should be supported by government funds.
3. Making primary education completely free, including the provision of free textbooks for all children.
4. Utilization of "Mothers' class" in primary and secondary schools, and distribution of simply written booklets in order to provide information to parents on how they can help their children develop.
5. Organization of a nutrition education programme through mass media in order to increase public concern for nutritional knowledge and education.
6. Integration of nutrition education into curricula at all levels.
7. Enforcement of health programmes for schools as well as industrial plants.
8. Provision of a special education programme for handicapped children, including the mentally retarded and emotionally disturbed.
9. Strengthening of social work in the school and guidance programmes for students in school.
10. Strengthening of vocational education at all levels, and establishment of new vocational schools.

Reviews of recent publications and studies

11. Shifting of the general high schools in rural areas to comprehensive or vocational high schools.
12. Provision of more opportunities for getting vocational training to non-entrants to secondary schools by:
 - a) Compiling textbooks, producing inexpensive educational materials and equipment, standardizing curricula of vocational training and upgrading teachers.
 - b) Enlightening entrepreneurs and supporting them through subsidy and tax exemption.
 - c) Installing an in-plant training for those under 14 years before employment.
 - d) Promoting the effectiveness of private training institutes and systemizing with other institutes.
13. Strengthening of teacher education programmes to improve the qualifications of the teachers and to cope with different needs and demands of social and economic development.

The study also gave special consideration to the different problems arising in each field between urban and rural areas. The study may be used as an important reference material for those who are interested in the study of children and adolescent development in the Republic of Korea.

INNOVATIONS IN TEACHER EDUCATION, PAKISTAN

Pakistan. Ministry of Education. Curriculum Wing. *Teacher education in Pakistan*. Islamabad, 1977. 62 p.

The documentation summarizes the Pakistan effort in reorganizing the teacher education system and introducing innovations in both the content and methodology of teachers' education curriculum.

In the beginning of the 1970s the awareness to create a progressive and dynamic socio-economic order in the country became apparent. It was felt that the entire system of education needed changes in order to fulfil the increasing demands of the people for the creation of a just and egalitarian order. Hence, the first attempt was made to revise the curricula for all stages keeping in view the new objectives of the government.

With the revision of the curricula for the primary stages and the revision of the curricula for the secondary and higher secondary stages which has been underway, the need for providing sound basic education and adequate professional training to teachers became apparent. The new school curricula could not be effectively implemented unless the teacher education curriculum would also simultaneously be revised in order to incorporate in it the new orientation, which inspired the entire process of revision of curricula and production of new textbooks in the country.

In the light of the objectives of the Education Policy (1972-1980), the National Bureau of Curriculum and Textbooks, Ministry of Education launched a comprehensive programme to revise the curricula of the Teacher Education Programmes in the country. In this context, both pre-service and in-service education of teachers were accorded equal attention. The Bureau revised the curricula for various Teacher Training Programmes which have recently been introduced throughout the country. Many innovations like the introduction of the Semester System of Education, making Teacher Education a non-vocational programme and offering specialization areas have been launched through these revised curricula. It was also decided to upgrade the Elementary Teachers' Training Institutions and give them the status of Elementary Colleges of Education. This reform helped a great deal in raising the standard of

instruction in these institutions through the recruitment of adequately qualified people. One of the salient features of the new teacher education programme has been the introduction of fields of specialization such as industrial arts, commercial education, home economics, agricultural education, science education, mathematics education, languages and other allied fields. This has been done with a view to the changing socio-economic realities of modern life. Besides the introduction of agro-technical education in the general stream of teacher education, specialized institutions like the National Agro-Technical Teacher Training Centres have also been established in all the provinces, federal areas and in Azad Kashmir. These Agro-Teacher Training Centres are providing intensive training in a variety of specialized fields to be offered in the agro-technical scheme of studies.

In-service training of teachers has also been given equal importance. For the implementation of the revised National Curricula for grades I to X, master trainers are being given re-orientation in curricula, new methodology, use of textbooks and teaching aids through in-service training courses at the National Institute of Teacher Education and Education Extension Centres in the provinces. This training is designed to prepare them for imparting similar training to the teachers at the grass-roots level. Many courses have already been organized and a comprehensive programme is now actively underway to provide in-service training to all the teachers in function, by the year 1980. In this connection, non-formal media are also being used to train ten thousand teachers during 1977 and 1978 through correspondence courses and radio programmes under the auspices of the People's Open University.

In order to meet the growing demand of teachers required to universalize elementary education in the country, 'Education' has been introduced as an elective subject from matriculation up to B.A. level. This method is likely to help in the creation of a group of people who will be able to partially fulfil the teaching responsibilities in the schools during the transitional period. Such a step was particularly necessary to get teachers who are needed in vast numbers to run the primary schools in the rural areas of the country.

Keeping in view the firm commitment of the Government of Pakistan for improvement of the quality of education at all levels of education with special emphasis at the primary level to promote an objective outlook of life with citizens who should be capable of facing the realities of life and have a deep concern for the improvement of the society in general and their community in particular, it is felt that alternative strategies, methods and approaches to improvement of the instruction in their primary school was necessary. In this connection, the National Bureau of Curriculum and Textbooks, Ministry of Education, decided to develop

a comprehensive project on improvement of the quality of instruction in primary schools known as the National Teaching Kit Project (NTKP). The project consists of a teaching kit containing 100 items /activities in the subjects of science, mathematics, social studies and languages, an atlas of Pakistan, a teacher's tool kit and a comprehensive teacher's manual. In-service training programmes for master trainers for teachers in primary education in the use and maintenance of the National Teaching Kit were also organized at the Federal as well as the provincial level. The project has already shown some successful results.*

The challenges posed by the revised curricula of various levels in the country are indeed the challenges which are to be met through a dynamic system of teacher education. In this regard a beginning has been made and it is hoped that with the full implementation of the new teacher education programme, the dream of creating a better citizenry in the country would well be realized.

* A review of the 'National Teaching Kit' - A Project Report, is printed on page 52 of this issue.

NOTES ON ASIAN DOCUMENTS

The Educational Documentation and Information Service of the Unesco Regional Office for Education in Asia and Oceania continues to build up its documentation resources, which include a major collection of publications on education in the Asia and Oceania region. The following notes signal some interesting documents recently received.

ASIA AND OCEANIA

Alternatives for optimization of teaching-learning processes in South-east Asian universities, proceedings of the Regional Conference held in Penang, Malaysia, 11-13 December 1975, ed. by Muhammadi, Singapore, Regional Institute of Higher Education and Development, 1977. 106 p.

The Conference examined new approaches by which teaching and learning processes in Southeast Asian universities could enhance the contributions of higher education to national development.

The papers presented at the Conference and the reports of the group discussions, as well as the conclusions and recommendations concentrated on the following topics: Higher education and national development, Determinants and characteristics of higher education, Changing student profiles, Curriculum development, Teaching/learning process, Student activism, Pre-requisites for development and Regional co-operation.

APEID Study Group on Preparing Teachers for Education in Rural Development, Bangkok, 18 October-6 November 1976. Exploring new directions in teacher education: re-orienting teacher education for rural development; studies prepared for the Asian Centre of Educational Innovation for Development (ACEID). Bangkok, Unesco Regional Office for Education in Asia, 1977. 194 p. (Asian Programme of Educational Innovation for Development. Teacher education, 2)

The experiments described arose from an awareness of certain specific problems peculiar to national settings. Alternatives in teacher education for rural development are explored. The case studies are grouped into three categories: 1. Innovations and pilot experiments; 2. Institutional and professional development; 3. Examples of faculty and student development. The countries for which experiments have been reported are India, Iran, Republic of Korea, Malaysia, Nepal, Philippines, Sri Lanka and Thailand.

Combining education and work; experiences in Asia and Oceania: Australia, Bangladesh, Burma, India, Malaysia, Nepal, New Zealand, Pakistan, Philippines, Singapore, Thailand, USSR and Viet Nam. Bangkok, Unesco Regional Office for Education in Asia and Oceania, 1978. 1 set (13 booklets)

Notes on Asian documents

This is a set of country studies covering a wide spectrum of experiences, ranging from experimental projects to comprehensive, system-wide programmes in an attempt to make education functional and relevant to the needs of the individual and society.

Directory: university and institutes offering literacy training programmes. Tehran, The International Institute for Adult Literacy Methods, 1977. 78 p.

This *Directory* was prepared by the International Institute for Adult Literacy Methods in co-operation with the Literacy and Rural Development Division, Unesco. It includes 74 institutions situated in Africa, the Arab States, Asia and Oceania, and Latin America. The purpose of the *Directory* is to promote exchange of information between professionals and practitioners concerning courses and training for personnel in adult literacy education and non-formal education, course descriptions and research being conducted.

FAO, Unesco, ILO. *Training for agriculture and rural development*, 1977. Rome, FAO, 1977. 122 p.

The growing evolution of non-formal education and training, extension, distance learning and other extra-mural activities reflected by articles in this issue indicate an insistent and widespread need for direct participation of farmers, landless workers, foresters and fishermen in rural education and the training system.

International Institute for Adult Literacy Methods, Tehran. *Directory: organizations offering literacy training courses.* Tehran, 1977. 211 p.

This *Directory* includes 155 adult literacy organizations offering training courses to literacy personnel of various categories which are situated in Africa, the Arab States, Asia and Oceania, Latin America and the Caribbean.

Japanese National Commission for Unesco and National Institute for Educational Research, Tokyo. *Educational developments in Asia and Oceania, a graphic presentation.* Tokyo, 1978. 31 p.

Statistical data and information provided by the Unesco Regional Office for Education in Asia and Oceania, are visualized in 26 charts covering population, educational systems, enrolments, teachers, educational expenditure and growth of selected indicators.

Lee, Yong Dug. *The role of the broadcasting media in education*, Singapore. Centre for Production and Training for Adult Education Television, 1978. 37 p. (CEPTA, Some thoughts on education and media 1)

The dilemma of the existing educational system in a rapidly changing society, the utilization patterns of broadcasting media in education, the educational value limits and future prospects of broadcasting in education are discussed in this booklet.

Muhammadi, ed. *Regional co-operation in advanced studies in Southeast Asia; proceedings of the Regional Conference held in Singapore, 20-22 December 1978.* Singapore, Regional Institute of Higher Education and Development, 1977. 114 p.

In this conference an attempt was made to examine ways and means to intensify and broaden regional co-operation in advanced studies (post-baccalaureate programmes) between institutions of higher learning in Southeast Asia. By sharing knowledge, experience and resources in a regional co-operative effort, the quality and quantity of the output of advanced studies in the region may be improved. The proceedings of the conference consist of three parts: Papers presented at the conference, the reports of the group discussions, and the conclusions and recommendations of the conference. The conference was attended by participants from Indonesia, Malaysia, Philippines, Singapore and Thailand.

The situation of children in Asia, 1977, with emphasis on basic services
... Bangkok, UNICEF Regional Office of East Asia and Pakistan, 1977.
184 p.

This report includes the working papers and documents presented at the Special Meeting held under the auspices of the 30-Nations Executive Board of the United Nations Children's Fund, Manila, Philippines, 17-18 May 1977. The discussions centred on the following main themes: Services benefiting children in urban areas, Services benefiting children in rural areas, Area development approach to delivery of basic services of children and Situation of children in Asia.

Sixth Biennial Asian Regional Conference in Biological Education, 28 July-2 August 1976, Bangkok, Thailand. *Proceedings*. [Bangkok, 1977?] 251 p.

The proceedings of this conference examined the content of biology teaching in the light of social relevance seeking ways as to how biology teachers can help to meet some of the problems of present-day society.

[Unesco] Regional Experts Meeting on Literacy in Asia, Bangkok, 22-28 November 1977. *Literacy in Asia: a continuing challenge; report*. Bangkok, Unesco Regional Office for Education in Asia and Oceania, 1978. 202, v p.

The Meeting was organized by Unesco, Bangkok, in association with the International Institute for Adult Literacy Methods (Tehran), and was attended by participants from 13 Member States of the Asia and Oceania region in which illiteracy has not yet been eradicated. The terms of reference of the Meeting were: 1. To study the situation of literacy in Asia, analysing the problems raised by illiteracy in the countries in which its incidence is high. 2. To exchange experiences of an innovative nature generated in the national programmes, particularly those relating to strategy and programme development, the establishment and mobilization of community participation and resources, training of literacy cadres, and development of diversified and flexible methods and materials suited to the environment and needs of the population. This report includes the country reports and a statistical annex.

Wong, Francis Hoy Kee, ed. *Teacher education in ASEAN*. Kuala Lumpur, Heinemann Educational Books (Asia) Ltd., 1976. 196 p.

The history, aims, structure and curricula of teacher education in Indonesia, Malaysia, the Philippines, Singapore and Thailand are presented. Chapter I is a comparative study of the education of the countries, and serves as an introduction to the following chapters devoted to the

main features of teacher education in each of the five ASEAN (Association of Southeast Asian Nations) countries. The last chapter sums up the teacher education situation in the region as being confronted with "a challenge of great magnitude and complexity. For one, the content of education is no longer a fixed body of knowledge, ... and that education is expected more than ever to contribute to nation building ... with hopes pinned on teacher education to bring about the fulfilment of a good life to all". Although educational technology is increasingly utilized, the teacher continues to be the chief instrument for learning in schools.

The book includes bibliographies and organizational charts of the educational systems of each ASEAN member country.

AUSTRALIA

Australia. Department of Education. *Education in Australia*. 3rd ed. Canberra, 1977. 50 p.

A brief but comprehensive survey of education ... ranging from pre-school, through to the technical and tertiary levels.

Australia. Department of Education. *Primary and secondary schooling in Australia*. Canberra, 1977. 51 p.

For each State information is given on pupil entry age, subjects taught and pupil grouping and promotion in primary schools. Descriptions of the types of secondary schools, their conditions for awards of certificates and subjects offered at different examinations are outlined.

Birch, I.K.F. *Rights in education: the Australian conundrum*. Victoria, Australian Council for Educational Research, 1977. 64 p. (Australian education review, 9)

This study attempts to answer the question of what rights students, teachers and parents have as it relates to education in schools in Australia. The first chapter is concerned with general rights in education, and a review of the pursuit of such rights by students, teachers and parents is included in chapter 2. Chapter 3 of the study is an analysis of the law of education in Australia with a view to establishing the nature and range of particular rights. The concluding chapter offers some suggestions as to possible further developments in the general area of education rights.

Education and the arts, a joint study of the Schools Commission and the Australian Council. Canberra, Commonwealth of Australia. The Schools Commission, 1977. 9 v.

A study of the arts in education throughout Australia which analyses the school and out-of-school issues, community support, training and development and organizational and priorities questions. The national report is summarized in one volume and eight volumes cover the State reports.

Elsworth, Gerald R. and Frank Coulter. *Aspiration and attainment; the measurement of professional self perception in student teachers*. Victoria, Australian Council for Educational Research, 1977. 73 p. (Australian Council for Educational Research. Occasional paper, no. 11)

A report on the development of a semantic differential designed to measure changes in self perception in student teachers. The instrument was developed from the responses of 396 male and female student teachers drawn from the third year of primary and secondary teacher education programmes in Queensland. Principal factor analysis of the responses revealed that the evaluative structure which was actually applied by the respondents closely resembled that which had been hypothesized. The seven factors identified were creativity, orderliness, warmth-supportiveness, satisfaction, clarity, energy-enthusiasm and non-conformity. In the latter sections of the report the validity of the instrument is investigated. A further set of analysis tested the prediction that respondents would record higher aspirational levels for professional self than for global personal self for clarity, orderliness, creativity, warmth-supportiveness and energy-enthusiasm. This prediction was based on the assumption that the behaviours related to these dimensions have particular salience in the teacher's role. These predictions were supported by the data.

BANGLADESH

Huq, M. Ameerul, ed. *Exploitation and the rural poor, a working paper on the rural power structure in Bangladesh*. Kotbari, Comilla, Bangladesh Academy for Rural Development, 1976. 282 p.

The papers presented in this volume are the result of a research commitment undertaken by a small team at the Bangladesh Academy for Rural Development (BARD). The papers highlight specific rural features of the social formation in Bangladesh derived from the teams understanding of villages in the area of Comilla. Ownership or control of land is regarded the main source of inequality, but this also involves the State as it favours the classes on whose support it is dependent for its survival in its present form. These papers are prepared to explore the ways in which the resources of the State can be deployed to shift its class base towards the rural poor.

Khanam, Sufia, comp. and ed. *An evaluative study of the effectiveness of radio as a means of communication in rural Bangladesh*. Dacca, Radio Bangladesh, 1976. 58 p.

The acknowledgement pages read, "Radio is for many villages in Bangladesh the only source of information. High illiteracy and other socio-economic factors result in a lower than desirable circulation for printed media". Radio found to be an effective means to inform and educate the rural folk, UNICEF provided support to Radio Bangladesh to carry on this survey of rural patterns of radio listening in four villages in different areas of the country.

The findings concerning content and presentation of programmes should be useful to radio programme directors seeking guidelines on how to communicate effectively with farmers. The statistics gathered show that of a population of nearly 72 million, only half a million radio licences have been issued. While people may band together for community listening in groups of one hundred or more listeners to one radio, still only about 9 per cent of the villagers own radios. A major block to owning a radio is that for many, radios are still too great a luxury to own and maintain.

O'Kelly, Elizabeth. *Simple technologies for rural women in Bangladesh*. Dacca, UNICEF, 1977. 48 p. illus. (Annexure no. 6 to the Feasibility survey of income generating activities for women.)

This handbook has been compiled from a number of sources as an annexure to the study of "Income generating activities for women" carried out by the Women's Development Programme of UNICEF in Bangladesh in 1977. The simple, manually operated machines, illustrated together with the names and addresses of their suppliers, may be of interest to planners of rural development programmes for women as well as to the various women's organizations. The introduction of the machines could relieve the women of considerable heavy workload. Until this can be done, it is unlikely that the majority of them will have the time to take part in income generating or other activities. The handbook also includes a list of manufacturers, a bibliography and some useful addresses of appropriate technology organizations.

United Nations Children's Fund, Dacca. Women's Development Programme. *Report of a feasibility survey of productive/income generating activities for women in Bangladesh*. Dacca, 1977. 164, xxvii, 30 p. Available from: UNICEF, Dacca, Bangladesh.

This feasibility survey was done to enable UNICEF Bangladesh to determine which types of programmes are desirable for women and what types of activities should be selected for these programmes. With respect to productive activities, feasibility criteria were applied to three areas of analysis: the technical area (type of production accessible to women either for raising the level of family consumption or for marketing); the social area (the kind of activities encouraged or prohibited by the social system and what female target groups are reached); and the administrative area (the Government and non-governmental structures able to support these programmes). The survey was conducted for a period of three months by a team of UNICEF staff members and three visiting consultants. Different Government organizations and private agencies served as counterparts. The report includes chapters on situation of women in Bangladesh, selected existing women's programmes with productive activities, cottage industries, intermediate technology, its meaning and application to rural women in Bangladesh, conclusions and recommendations.

Burma

Tut, Thaung. *A case study on the development of curriculum and reading materials for literacy classes among peasants and workers of the Socialist Republic of the Union of Burma*. [Rangoon] Department of Basic Education, Ministry of Education, 1977. 1 v. (various paging) mimeo.

The curriculum and textbooks for literacy and post-literacy courses are analysed and evaluated in the light of the interests and needs of the rural people.

INDIA

India. Ministry of Education and Social Welfare. *Educational Developments in India (1971-77)*. New Delhi, 1977. 72 p.

The Government of India adopted a Resolution for the National Educational Policy in 1968. An intensive effort to implement the programmes

underlined in this policy, with such adjustments as were needed to suit the socio-economic changes that have taken place, was initiated in 1971. The implementation began with a study of the current educational situation and the formulation of practical and realistic programmes of action. Following prolonged discussions in the State Governments, the Central Advisory Board of Education and its Steering Committees identified several programmes for implementation on a priority basis.

This booklet outlines the progress of these attempts spread over the last six years, hoping that it will serve as a mid-term review of the Fifth Plan and a preliminary exercise for defining policies and programmes for the Sixth Plan.

India. National Council of Educational Research and Training. Educational Research and Innovations Committee (ERIC). *First report 1974-77*. New Delhi, 1977. 79 p.

The setting up of the Educational Research and Innovations Committee (ERIC) was approved at a meeting of the Executive Committee of the National Council of Educational Research and Training (NCERT) on 12 February 1974. The Committee was set up to plan, identify, organize and support basic research as well as research and innovations connected with the programmes of the NCERT. This first report of the Committee includes the Chairman's report, list of members of the Committee, list of problems for research as recommended by the Working Group of ERIC, summaries of the completed projects (outside NCERT), completed departmental projects (NIE), departmental projects of regional colleges of education, on-going projects outside NCERT, on-going projects of NCERT, and a list of junior/senior research fellows (with titles of problems and projects).

United Nations Children's Fund (UNICEF), New Delhi. *Statistical profile of children and youth in India*. 5th ed. New Delhi, 1977. 125 p.

The statistical report is introduced by an article, "The challenge of change for children", by the UNICEF Regional Director for South Central Asia region. The statistics cover demography, health, family welfare, nutrition and other aspects of social statistics.

Vagh, Anutai. *How to run a Balwadi*. Kosbad-Hill, [India] The author, 1977. 133 p. [3]1. illus.

The word Balwadi is now commonly used in almost all Indian languages for pre-primary classes conducted in villages or backward localities of cities. The Balwadis use teaching aids made from local materials and by local artisans. This book gives advice on how the new teacher can overcome difficulties in establishing contact with the villagers and their children and how to find a suitable place for a Balwadi, and its planning. The author describes the various activities that should be taught to the children which include cleanliness, conversation, music, dramatisation, excursions, exhibitions of collected materials, handicrafts, domestic work, games, and training of the senses to mention a few. The book includes a list of necessary equipment for a Balwadi and a typical educational programme.

INDONESIA

Hussin. *Innovation in the management of primary school construction, Indonesia: a case study*. Bangkok, Unesco Regional Office for Education in Asia and Oceania, 1977. 27, iv p. illus. (Educational building report, 8)

The Government of Indonesia decided that by the end of the second Five-Year Development Plan period, 85 per cent of all children in the 7-12 year age group should be provided with opportunities for education. The decision involved the provision of 7.3 million new places to give a total primary school enrolment of 20.9 million by the beginning of 1979. This case study attempts to describe the design of the plan showing at the same time how a project of such magnitude was and is being managed. While the focus of the study is on the primary school building construction programme, reference is also made to the larger educational package of which buildings form only a part. The package includes provision for: curriculum, textbooks, teaching materials, buildings, furniture, teacher training, office equipment, transport for supervisors. The package is designed to bring about not only quantitative expansion, but also the qualitative improvement of primary education in Indonesia. For a clear understanding of the building component of the package, one must see it in the context of a difficult geographical situation and an extraordinarily well developed system of administration at the base of which is a long tradition of self-help in the villages.

Ibrahim, R. *Curriculum development programme of the Development School Pilot Project*. Jakarta, Office of Educational and Cultural Research and Development, Ministry of Education and Culture, 1976. 19 p.

Since July 1971, a series of activities have been conducted in Indonesia to find a working model for curriculum planning and development. To make the discussions of the activities known to a wider audience other than those directly involved in the Development School Pilot Project (PPSP) a number of the discussions have been published by BP3K. The PPSP curriculum development includes the development of both macro and micro programmes. The macro programme incorporates the structure of the school programme as well as the basic course outlines of smaller unit lessons derived from the micro programme. This publication describes the development of the PPSP macro programme, the development of the instructional programmes and the effect of the PPSP curriculum development on the curriculum standardization activity in Indonesia.

Indonesia. Ministry of Education and Culture. *Education and culture in development*. Jakarta, 1977. iii, 81 p. mimeo.

This publication analyses the present situation in the fields of education and culture, and describes their new activities and policies. The material is divided into six main sections: 1. Extension and equity of learning opportunities; 2. Improvement and equalization of educational quality; 3. Relevance of education; 4. Effectiveness and efficiency of education and culture; 5. National culture; 6. The guidance of the young generation.

Indonesia. Ministry of Education and Culture. *Third Education Project*. Jakarta, 1977. 13 p. illus.

The Third Education Project has had the major tasks of improving the educational materials and training for the 90,000 primary schools, their

teachers and supervisors throughout Indonesia. The project began as a \$40 million agreement between the World Bank (IDA), the Canadian Government (CIDA) and the Government of Indonesia. Its tasks were to print 138 million primary textbooks and teachers' guides and to provide in-service training for all supervisors and teachers. By the end of the Project in 1980, major innovations towards active learning and teaching will have been brought about for four primary school subjects: Indonesian language, mathematics, science and social studies.

This booklet describes the project activities, the preparation of manuscripts, the printing and distribution of books, the up-grading of tutors, and teacher up-grading in primary school centres.

Nasution, Nuhli. *Program and development of evaluation system*. Jakarta, Office of Educational and Cultural Research and Development, Ministry of Education and Culture, 1976. 19 p.

This publication of BP₃K discusses the Development School Pilot Project (PPSP) and its management and development programme. To facilitate the collection of data from the eight PPSP's, a team called the Local Evaluation Team (TPL) has been set up at each PPSP. The Team is also responsible for processing data and forwarding it to BP₃K for national processing by the National Evaluation Team (TPN) for use in the development programmes of the schools concerned. This publication also describes the objective of evaluation, the evaluation model used, the kinds of data collected, the kinds of instruments used, the implementation of the experiments, and the future development programme of the evaluation system.

Sanger, Clyde. *Project Impact: a progress report on Innotech Project Impact in the Philippines and Proyek Pamong in Indonesia*. Ottawa, International Development Research Centre, 1977. 56 p. illus.

A report on a pilot project (Project Impact) that is being conducted in the rural areas of the Philippines and Indonesia to improve the delivery system of primary education. The experiments are to be completed around 1979, but this report has been prepared in order to answer the many inquiries about the project from various countries and policy-makers, and also because much has already been learned at Naga (Philippines) and Solo (Indonesia). The essence of the research has been to create a system that will reach every child in the community with effective education at a reasonable cost. This report discusses the dropout problem, role of Project Impact in community development, and related community relations. It examines the use of modules (programmed instruction), changes in the physical layout of schools, evolution of community learning centres, role of the teacher and workings of the tutorial system. The report also includes learning and cost effectiveness comparisons.

Iran

Homayounpour, Parviz. *The experimental functional literacy project for the social and economic promotion of rural women, the final report*. Tehran, Women's Organization of Iran and National Centre for Adult Education and Training, 1977. 116 p.

Having considered the significance of literacy activities among rural women, together with the need for establishing an exact programme,

the Women's Organization of Iran (WOI), with the assistance of Unesco, formed a Research Group for Functional Literacy and Training in 1973 which was responsible for the execution of the Experimental Functional Literacy Project. The following were among the most important objectives of the Project: 1) Determining the characteristics and needs of rural women; 2) Developing effective methods and materials for the education and training of rural women throughout the country; 3) Testing the effectiveness of functional literacy methods in meeting the needs of rural women. The district of Saveh was selected as the project site. The Experimental Project of Saveh has tried to integrate the various aspects of the lives of rural women with literacy and apply it as a means of improving their social and economic lives.

International Institute for Adult Literacy Methods, Tehran. *A survey of reader interest and preference in eight Iranian villages*. Tehran, 1977. 64 p.

A study of the new adult reading public to determine the influence of socio-economic conditions on interest in reading, and to identify types of reading materials preferred in terms of preparing follow-up materials for furthering educational skills developed in schools and adult education programmes.

Iran. National Committee for World Literacy Programme. *National literacy crusade theory and organisation*. Teheran, 1977. 43 p.

The present report covers the design of the National Literacy Crusade, the educational programmes, the organization of the crusade, planning and budgeting, and control and evaluation.

JAPAN

Imagi, Isao. *Higher education in Japan - problems and prospects*. [Tokyo, Japan Society for the Promotion of Science] 1977. 42 p.

The book covers: The current state and position of higher education, governance and structure of individual institutions of higher education, the significance of private institutions, training and effectiveness to produce and distribute human resources, access to higher education, national policy and planning which includes new relationships between government and private institutions.

The last section of the book provides statistical information on number of institutions, enrolment and types of institutions and fields of study, number of students per teacher, increase in women students, number of graduate students, variety of decision-making organs and committees, concentration of students in metropolitan areas, expenditure and subsidies to private institutions, and employment pattern of graduates.

KOREA, Republic of

Korea, Republic of. National Institute of Education. *Education in Korea, 1977*. Seoul, Ministry of Education [1978] 150 p.

The contents cover: Background of Korean education, the educational system, formal education, non-formal education, research and development, international co-operation, a look into the future, and statistics in education.

Korean Educational Development Institute, Seoul. *An analytical study of the baseline data (students achievement) for pay-off evaluation of the Elementary Middle School Development Project (EMP)* Seoul, 1976. 53, 43 p. (Research report no. 30) (In Korean with summary and conclusions in English)

The study attempts to answer the following questions: 1) The general tendency of students achievement of the 3rd and 5th grade levels of primary schools; 2) The difference in students achievement between two groups - the demonstration group composed of 14 demonstration schools, and the reference group composed of 16 primary schools not attached to teacher training institutions; 3) The variation from school to school in student achievement; 4) The search for relevant indicators on the baseline with which the pay-off evaluation can be made by follow-up changes on the indicators.

Korea Social Work College. Research Institute for Special Education. *Special education in Korea*. Daegu, 1976.

This document presents a brief history of special education in the Republic of Korea, its current status, the special education plan of Young Kwong Educational Foundation, and a directory of schools and classes for the exceptional in the Republic of Korea.

MALAYSIA

Malaysia. Ministry of Education. Examinations Syndicate. *Transfer of responsibility in the conduct of the Malaysian Certificate of Education/Sijil Pelajaran Malaysian Examination from the University of Cambridge Local Examinations Syndicate to the Examinations Syndicate, Ministry of Education, Malaysia...* Kuala Lumpur, 1977. 15, 14 p.

This memorandum concerns the transfer of responsibility for the conduct of the Malaysian Certificate of Education Examination to the Malaysian Examinations Syndicate in 1978. The memorandum also covers an insight into the history of the School Learning Certificate Examination and the progress and expansion of the Malaysian Examinations Syndicate.

Rudner, Martin. "Education, development and change in Malaysia," *South East Asian Studies* 15(1):23-62, June 1977.

The development of the Malaysian education system is studied in the light of attitudinal, historical and cultural factors affecting the country's economic, political and social life.

Yeoh, Oon-Chye, S. Kanagasabai and Rahimah bt. Hj. Ahmad. *The Curriculum Development Centre of Malaysia: study prepared for the Asian Centre of Educational Innovation for Development (ACEID)*. Bangkok, Unesco Regional Office for Education in Asia, 1977. 101 p. (Asian Programme of Educational Innovation for Development. Studies of curriculum development centres in Asia, 2)

The Curriculum Development Centre became an operating agency in January 1973, and acquired the status of a full-fledged division of the Ministry of Education in May 1974. In order to share the experiences in curricular renewal effort with others, this case study has been conducted under the auspices of Unesco, Bangkok. The study describes the origin and development of the Curriculum Development Centre, curricular projects and functions, and modes and characteristics of curriculum development.

NEPAL

Nepal. Ministry of Education. Planning Division. Manpower Subdivision. *Educational programmes in the Fifth Plan (1975-80)* Kathmandu, 1977. 40 p.

The National Education System Plan was launched in December 1971 for the development of education in Nepal. This booklet describes the educational policies of Nepal, its objectives, targets and programmes, and gives a overall picture of educational planning and the educational situation in Nepal.

Nepal. National Education Committee. Centre for Educational Research, Innovation and Development. *Education and development*, ed. by T.M. Sakya and P.K. Kasaju. Kathmandu, 1977. 104 p.

A report which provides facts and figures on education of the country including "an assortment of ideas, reflections and experiences of people engaged in various educational tasks" indicating the role and contribution of education to development.

Nepal. National Education Committee. Centre for Educational Research, Innovation and Development. *Studies in cognition and perception (children of ages 4-8)* Kathmandu, 1977. 23 p.

This booklet illustrated with photographs contains a summary of present research on cognitive and perceptual development and the abilities of Nepalese children conducted by the Centre for Educational Research, Innovation and Development in co-operation with the Curriculum Development Centre - HMG and the Institute of Education, Tribhuvan University.

Nepal. Ministry of Education. Planning Division. Statistics Section. *Educational statistics of Nepal at a glance*. Kathmandu, 1978. 10 p.

A foldout which presents educational statistics of Nepal for the years 1973-1977 in ten tables covering the number of primary, lower secondary and secondary schools, students and teachers by zone, as well as students in higher education by institution.

Tribhuvan University. Institute of Education. *Thesis abstracts*, ed. by Kedar Nath Shrestha and Ram Kumar Panday. Bhaktapur, Nepal, 1978. 32 p.

Abstracts of 20 research studies of degree level students on development programmes and problems in education. The introduction of the book states that for implementation and improvement of these programmes decision makers require research facts and findings provided by studies rather than mainly depending upon common sense solutions.

NEW ZEALAND

New Zealand. Department of Education. *Report ... for the period ended 31 March 1977*. Wellington, 1977. 51 p.

This Report covers main events of the year, expenditure, early childhood education, primary and secondary education, continuing education, administration and supervision, the teaching profession, educational development, international education, finance and educational statistics.

New Zealand. National Council of Adult Education. *Directory of continuing education: New Zealand*. Wellington, 1977. 170 p.

This directory lists and describes 450 organizations in the field of continuing education in New Zealand. Not all organizations offer course work, but all contribute learning opportunities beyond the secondary school. Local religious organizations, sports bodies and cultural clubs have not been included.

The programmes of the organizations are not presented in detail since continuing education offerings are frequently short and designed to meet a special need at a particular time. However, the Unesco system of classifying programme areas has been used to show the range covered by an organization wherever possible.

The directory has an index where all organizations are listed alphabetically by name. The organizations are divided into two main groups: National organizations, and regional and local organizations, then according to the field covered. The directory also includes a list of some international continuing education organizations, list of serial publications in continuing education, and awards and fellowships offered.

PAKISTAN

Proceedings of the Pakistan Statistical Association, 20:1-100, May 1978.

This issue is devoted to articles on statistical education and includes recommendations made at a recent National Seminar on Statistical Education.

PAPUA NEW GUINEA

Thomas, E. Barrington. *Papua New Guinea education*. Melbourne, Oxford University Press, 1976. 272 p.

This is a collection of articles and conference papers which present an overall perspective of education in Papua New Guinea as well as raise basic education issues. The papers cover: An overview of education in Papua New Guinea, the school and its impact, tertiary institutions, non-formal education, language, priorities and trends, and Ivan Illich's article, "An alternative to schooling".

Weeks, S.G., ed. *"The story of my education": autobiographies of schooling in Papua New Guinea*. [Port Moresby] University of Papua New Guinea, 1977. 134 p. (University of Papua New Guinea. Education Research Unit. Occasional paper, 5)

This paper includes 11 essays with focus on education, written for a competition arranged by the University of Papua New Guinea. All the writers are men who grew up in villages. The writers were asked to write on the following: relationship with people while being educated; learning in vernacular; traditional or informal education; first day at school; influence of places where one lived; influence of peers/friends at school; individual accomplishments; how people at home view schooling, organization of the school (rules/regulations); and life at the boarding school. The essays are written with great frankness, honesty and directness.

PHILIPPINES

Gardner, P.L. *Project WISP (Words in science: Philippines)* Victoria, The Author, Faculty of Education, Monash University, 1976. 349 p.

Project WISP investigated the non-technical vocabulary difficulties of over 40,000 high school students in three regions in the Philippines. The findings indicated that the average child in Year 1 was able to give correct answers to about one-third of the items in the WISP test. By Year 4 this proportion grew to a little over one half. It is estimated that "the typical student would comprehend about 260 words out of the 787 in Year 1, a figure which grows to about 300 in Year 2, 350 in Year 3 and 400 by Year 4... The grand means tell something about the relative vocabulary abilities of students in the various regions".

Manalang, Priscila S. *A Philippine rural school: its cultural dimension.* Quezon City, University of the Philippines Press, 1977. 255 p.

A case study which involved residence in a rural setting in order to know what teaching and living in a barrio means. The author delved deeply into the history of the barrio where the school is situated and studied the peoples' customs, religious practices, value system, means of livelihood and their interaction with one another in day to day activities.

To obtain a better understanding of a typical rural school, the author describes the physical features, curriculum and activities of the school including typical teaching/learning situations and their relevance to local needs and conditions. Profiles of resident teachers and school heads as well as their reactions and views to demands imposed upon them by the bureaucracy and the community offer suggestions for change or innovations in the areas of curriculum development, teacher education, and educational management to enable teachers in the rural areas to become "more effective purveyors of learning".

Philippines. First National Advanced-Level Workshop for Teacher Educators, University of the Philippines, Diliman, Quezon City, 5-15 July 1977. *A report.* [Manila] Department of Education and Culture, 1977. 163, ixiv p.

This Workshop was organized by the College of Education, University of the Philippines, with the support of the Department of Education and Culture, and the Unesco National Commission of the Philippines, in collaboration with the Asian Centre of Educational Innovation for Development (ACEID), Unesco Regional Office for Education in Asia.

The major aims of the Workshop were: 1) to promote the process of self-study, self-analysis and self-renewal of teacher education institutions in the light of current problems and issues in teacher education; 2) To develop continuing education and self-renewal materials for teacher educators; 3) To study and analyse the guidelines and draft handbook of the advanced-level workshops for teacher educators held by Unesco in Tokyo, 13-15 March 1976.

Philippines. National Research and Development Centre for Teacher Education (NRDCTE). *Community transformation through non-formal education, descriptive summaries of non-formal education projects selected from the 1976 DEC-Unesco sponsored national inventory of educational innovations.* comp. by Mercedes M. Agpava and Salustiano F. Faigas, ed. by Alfredo T. Morales. Manila, NRDCTE, Department of Education and Culture, 1977. 213 p.

A compilation of 36 community outreach projects in the Philippines a number of which date back years before the beginning of martial law in 1972. The projects "represent various forms of alternative educational approaches to supplement formal education and which serve certain urgent needs of the community. They extend educational service to those who cannot take advantages of the formal system, to the deprived rural and urban poor masses of our people."

The most recent project, DEC-Barangay Pulong Gubat, conceived in 1977 and covered at length in the Annex is a pilot project for primary level school leavers. For each project the following information are given: Persons responsible and their addresses, background, objectives, implementation, inputs, management, problems and constraints, performance and impact, and key innovative factors.

Philippines. National Research and Development Centre for Teacher Education (NRDCTE). *Study of the tasks and skills required for teachers in national development, 2nd phase*, conducted by the National Research and Development Centre for Teacher Education assisted by UNICEF. Manila, 1977. 3 v. mimeo.

_____. Romero, Frisca A. *Self-instructional modules on human relations for the school teacher (employable skills)*. iii, 41 p.

_____. *A sample curriculum material on values - clarification*. iii, 33 p. Cover title: *A self-learning package on values clarification*.

_____. Bautista, Lauro G. *Self-instructional modules on fundamental arts and crafts and fundamental agriculture (employable skills)*. iii, 20, 25 p.

The second phase of this study is concerned with the development of sample curriculum materials to be used in in-service/pre-service education of teachers to meet the competencies implicit in their new roles. These sample curriculum materials are primarily for primary school teachers and are designed to assist them develop skills and competencies needed in their new roles in national development projects in their communities. The skills and competencies teachers acquire through these types of curriculum materials could also be used by these teachers in non-formal education for out-of-school youth of the ages from 12 to 16 years. The sample curriculum materials are in practical arts, science, nutrition, management, and values clarification. They are structured in the form of self-learning modules.

Sanger, Clyde. *Project IMPACT... Philippines..., Indonesia* (see under Indonesia)

SINGAPORE

Chiew Seen-Kong. *Educational and occupational attainment of Singapore's Chinese women and men*. Singapore, Department of Sociology, University of Singapore, Chopmen Enterprises, 1977. 23 p.

A companion is made of the socio-economic backgrounds, occupation and education attained by Chinese women and men. The gross and net effects of background variables on educational attainment, and of background variables and education on occupational attainment are estimated.

The effects of background variables on the attainment of English education in multi-lingual Singapore, as well as the effects of English education on education are also studied.

Torrie, Arthur. *Illustrated glossary of environmental and ecological terms*. Singapore, Heinemann Educational Books, 1977. 82 p. (Heinemann environmental science and ecology series)

This glossary is the first of a number of reference books to be published under the Environmental Science and Ecology Programme (ESEP) which is based at the Institute of Education in Singapore. The glossary is profusely illustrated with diagrams and photographs and defines 355 environmental and ecological terms for use in formal education systems. A list of reference books on ecology and environment is included.

SRI LANKA

Corea, Ishvari, ed. *Libraries and people: Colombo Public Library 1925-1975; a commemorative volume*. Colombo, Colombo Public Library, 1975. 282 p. Text in English and Sinhala. £4.00. \$7.50.

This volume was brought out to commemorate the 50th anniversary of the Public Library of the Colombo Municipal Council. It consists of 38 papers describing the development of libraries, librarianship and related activities in Sri Lanka. A few articles not directly relating to Sri Lanka, but of special significance to the country include public libraries in India, continuing education in Singapore, Unesco and Commonwealth Library Association (COMLA) in the field of public libraries, and planning for metropolitan libraries. The articles of the publication have been grouped under five headings: 1) Public library services; 2) National libraries and services; 3) University and research libraries; 4) Libraries and librarianship; 5) Publications and media. This publication is the first of its kind in Sri Lanka.

THAILAND

Srinakharinwirot University, Prasarnmit. Faculty of Education. Department of Curriculum and Instruction. ... *Development of mechanisms and instruments for the assessment and improvement of practice teaching at the primary level as a basis for quality improvement of pre-service teacher education in primary teacher education institutions, final report*. Bangkok, published with support of UNICEF, 1977. 137 p. (Project element (C) (a) v.1) In Thai with an English summary.

This is a report of a three-year (1974-1977) Project prompted by findings of a number of studies which revealed the need for improvement of teaching performance, wider student participation in a variety of classroom activities other than being lecture oriented, and exploration and experimentation with various teaching methods and devices by trainees in teacher education programmes which would provide immediate feedback as to effective means of instruction and learning.

Four studies were carried out in the Project: 1) A comparative study of the effect of different ways of teaching methods courses on teaching practices in Thai language and mathematics in primary schools; 2) A comparative study of student teachers' teaching behaviour resulting from the use of simulation and conventional techniques in methods courses. 3) A study of effectiveness of instructional materials constructed by the systems analysis approach with relevance to the needs and problems

of rural life. 4) A comparative study of teaching behaviour resulting from different techniques used in preparing students prior to practice teaching.

Srinakharinwirot University, Prasarnmit. Faculty of Education. Department of Curriculum and Instruction. *Handbook for supervisors of micro-teaching and student teaching*. Bangkok, Published with financial assistance from UNICEF, 1977. 308 p. (Project report, Vol. II) In Thai

This handbook is an outcome of the research and the development project on the development of mechanisms and instruments for the assessment and improvement of practice teaching at the primary level as well as pre-service teacher education which took place during the years 1974-1977.

The contents of this book cover the following: Pt.1. Introduction to micro-teaching, behavioural objectives and lesson planning. Pt.2. Skills to be practised for reinforcement, set induction, closure, questioning, explanation, acceptance of feelings, variation, and observation and evaluation. Pt. 3. Exercises on analysing a teaching situation and preparing macro-lessons. Pt.4. Role-playing and case study of teaching problems in a primary school. Pt.5. Techniques and tools on child study. Pt.6. Community study as an exercise to draw local resources into classroom teaching.

Thailand. National Education Commission. *Factors affecting scholastic achievement of the primary school pupils: a study of primary schooling in Thailand; the final report*, a joint project by the Office of the National Education Commission, Office of the Prime Minister, Ministry of Interior and Ministry of Education. Bangkok 1977. 107 p. mimeo.

The study of primary schooling in Thailand was initiated by the Executive Committee of the National Education Council in 1972. The purposes of the study were to determine: 1) Whether children living in different regions of the country have equal access to lower primary schooling, equal probability of advancing to upper primary, and similar qualities of schooling. 2) Whether regional variations in schooling outcomes exist, and, if so, the factors that account for them; 3) Whether the pattern of central government allocations for education to the provinces encourages equal educational opportunity.

The study concludes that in order to deal with the problem of unequal schooling outcome, the policy-maker has two choices: 1) Wait for socio-economic conditions to improve on the grounds that socio-economic improvements will eventually result in higher levels of scholastic achievement; 2) Invest now in compensatory education programmes that aim to overcome the retarding effects of poverty on learning and scholastic achievement.

Thailand. Office of the Prime Minister. Office of the National Education Commission. *The illiterate population of Thailand, 1947-1980*. Bangkok, 1977. 64 p.

This statistical report shows the number of illiterate persons among the population aged 10 years and over in 1960, 1970 and 1974 and the estimated numbers in 1975 and 1980. The figures have been collected to assist educational research on problems relating to literacy and educational planning in the area of non-formal education.

SOURCES OF DOCUMENTS AND THEIR ADDRESSES

Australia

The Australian Council of
Educational Research Ltd.,
Frederick Street
HAWTHORN, Victoria 3122

Australian Department of Education
P.O. Box 826, WODEN, A.C.T. 2606

Australian National University
P.O. Box 4, CANBERRA 2600

Development Studies Centre, A Block
Australian National University
P.O. Box 4, CANBERRA 2600, A.C.T.

Oxford University Press
Australian Branch
Bowen Crescent
MELBOURNE, Victoria 3001

P.L. Gardner
Faculty of Education
Monash University
Wellington Road
CLAYTON, Victoria 3168

Schools Commission
P.O. Box 34, WODEN, A.C.T. 2606

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Bangladesh Academy for
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Primary Education, COMILLA

Radio Bangladesh
28A, Road 2, Dhanmandi
Residential Area, DACCA 5

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G.P.O. Box 58, DACCA 5

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Iran

The International Institute for
Adult Literacy Methods
P.O. Box 1555, TEHRAN

Library and Documentation Unit
National Centre for Adult Education
101/1 Vessal Shirazi
P.O. Box 14/1602, TEHRAN

Japan

Japan Society for the Promotion of
Science (Nihon Gakujutsu Shinko-kai)
2-1-2, Hitotsubashi, CHIYODA-KU, TOKYO

Japanese National Commission for
Unesco
2-2, Kasumigaseki 3-chome
Chiyoda-Ku, TOKYO

Sources of documents and their addresses

Korea, Rep. of

Institute of Administrative
Research
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Seoul National University
Kwanak Ku, SEOUL 151

Korean Educational Development
Institute (KEDI)
8-20 Yejang-Dong
Choong-Ku, SEOUL 100

Research Institute for Special
Education
Korea Social Work College, DAEGU

Malaysia

Heinemann Educational Books
(Asia) Ltd.,
112-114 Jalan Pudu, KUALA LUMPUR

Nepal

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Innovation and Development
Maharajgunj, KATHMANDU

Institute of Education
Tribhuvan University
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Pakistan Statistical Association
Faisalabad Chapter,
Department of Mathematics and
Statistics, University of
Agriculture, FAISALABAD

Pakistan (cont'd)

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P.O. Box 4820, PORT MORESBY

Philippines

Asian Regional Conference in
Biological Education
c/o Science Education Center
Education Development Center Bldg.
University of the Philippines
Diliman, QUEZON CITY

Educational Development Projects
Implementing Task Force (EDPITAF)
c/o Department of Education and
Culture, Arroceros Street, MANILA

Ministry of the Philippines Press
Diliman, QUEZON CITY

National Research and Development
Center for Teacher Education (NRDCTE)
Ministry of Education and Culture
Arroceros Street, MANILA

Social Communications Center, Inc.
R. Magasay Blvd.
MANILA (printer)
Publication distributed by
National Book Store, Inc.
701 Rizal Avenue, MANILA

University of the Philippines
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Singapore

Centre for Production and Training
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Colombo Public Library
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No. 13, March 1978-September 1978

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General (Planning, Development and Implementation):

Fifth Regional Consultation Meeting on the Asian Programme of Educational Innovation for Development, Bangkok, 21-30 March 1978.
Final report: Towards implementation of the second cycle plan.

Curriculum Development:

Educational policy, curriculum development and implementation, Report of Workshop, Nepal, 2-12 October 1977.

The Curriculum Development Centre of Malaysia.

The Curriculum Development Centre of Sri Lanka

Implementing curriculum change - a symposium of experiences from the Asian region, report of a Technical Working Group, Bangkok, 6-18 September 1976.

The Institute for the Promotion of Teaching Science and Technology of Thailand.

The National Bureau of Curriculum and Textbooks of Pakistan

Educational Management:

Education for rural development, report of APEID Preparatory Meeting for the Second Advanced-level Workshop, Teheran, 28-31 August 1977.

Notes on Asian documents

Educational Management (cont'd):

Managing education for rural development, report of an Advanced-Level Workshop, New Delhi, 17-26 March 1977.

Literacy and Non-formal Education:

Basic functional education: concepts and approaches, by P. Udagama

Unesco Regional Experts Meeting on Literacy in Asia, Bangkok, 22-28 November 1977. Literacy in Asia: a continuing challenge; report.

Social Education:

Module Writing Workshop on Science Education in Rural Environment, Bangkok, 12-31 December 1977. Report.

Regional Seminar on Physics Curriculum Development in Asia, Penang, Malaysia, 5-14 January 1978. Final report.

Student Evaluation:

Asian Regional Workshop on Pupil Evaluation, Tokyo, 17 June-14 July 1977. Pupil evaluation; report.

Teacher Education:

Advanced-Level Workshop, Bangkok, 24 October-5 November 1977.

Continuing education for teacher educators; report.

Handbook of suggestions for organizing advanced-level workshops.

Developing instructional modules for teacher education - a handbook.

Exploring new directions in teacher education: re-orienting teacher education for rural development.

Work Experience Programmes:

APEID Joint Operational Study of On-going Pilot Projects in Education in Asia, Bangladesh, India, Sri Lanka and Thailand, 16 October-16 November 1977. Work and Learning; final report.

EDUCATIONAL FACILITIES DEVELOPMENT SERVICE PUBLICATIONS:

Educational Building Digests:

No. 10 *Joint school and community planning*

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No. 6 *Ventilation of wide-span schools in the hot, humid tropics, by Ishwar Chand*

No. 7 *Cyclone-resistant rural primary school construction - a design guide by Ian T. Sinnamon and G.A. van't Loo*

No. 8 *Indonesia. Innovation in the management of primary school construction, a case study by Hussin*

No. 9 *Innovation in the management of primary school construction, a case study: Republic of Afghanistan, by Fazel Ahmad*

INDEX CARDS

to

Education in Asia and Oceania: Reviews, Reports and Notes

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Title of article, *Title of periodical* (the issue no.):

Pages of the article, Date of the periodical.

Short description of contents of article (provided
when title of article needs elaboration)

SUBJECT(S) OF THE ARTICLE.

Author of document reviewed.



Liu, Hsi-yao. Education in People's Republic of China; excerpts from the report at the National Educational Work Conference (22 April 1978), *Education in Asia and Oceania: reviews, reports and notes* (13-14):1-12, September 1978.

Describes the tasks to be carried out to implement the national education programme for 1978-1985.

EDUCATION - CHINA (PEOPLE'S REPUBLIC OF)



Innovating higher education: the University of Tsukuba, Japan, *Education in Asia and Oceania: reviews, reports and notes* (13-14):13-14, September 1978.

A Japanese national university founded in 1973 in response to the nation-wide recognition of the need for a truly public university responsive to the needs of the times.

HIGHER EDUCATION - JAPAN
EDUCATIONAL INNOVATIONS - JAPAN



Educational attainment in Asian primary schools, *Education in Asia and Oceania: reviews, reports and notes* (13-14):15-22, September 1978.

Studies on the cause and effect relationship between achievement at school and ascertainable factors are examined.

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